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THE JOURNAL OF EDUCATION

Volume 127 MARCH, 1944 Number 3

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AS WE GO TO PRESS

Spring is right around the next bend, and we trust the calendar and the almanac more than the fresh snow on the Common which is melting fast already. Perhaps that Spring Offensive will have started—over there—before this reaches you.

▼

Over here, meanwhile, schooling continues, not as usual but as war conditions permit. Colleges are catering to military needs; are threatened with ending of subsidized programs; are wavering as to future policies. We seem to have an editorial about this on page 79. The two upper classes in high schools are leaking badly, their members dropping into defense jobs, cadet courses and the draft. Teachers are quitting, voluntarily or otherwise. Children all down through the grades are reacting in a variety of ways to their altered situations; some children becoming more grown-up and responsible, while many, perhaps most, take advantage of relaxed discipline to avoid study, cut school and run wild. It is hard for us adults, even, to pull ourselves together and behave as we ought, when things are so abnormal, the very atmosphere charged with strange, conflicting currents. Then, on top of all this, comes Spring!

▼

Requests for extra copies of last month's Latin America Number keep pouring in and, so far, we have been able to supply them. However, we advise you to apply quickly for any copies you may need. For the regular price of 35 cents we will mail a copy anywhere the mail goes.

▼

We don't wish to play favorites here, since every article and item in the following pages has been included for what we believe to be good reasons. But we shall cite "Those 'Vicious' Comics" on page 90 because its author, James Newell Emery, has done just what others of you frequently think of doing and then neglect. Please, when you read an article with which you heartily disagree, try your hand at writing a rebuttal. If more of you will speak up when you have something to say, a more representative and more exciting Journal can greet you at unwrapping time each month.

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. . . TEXTBOOK TOPICS

More Paper for Texts If Need Is Imperative

So Says WPB Chief Nelson, But Leaves Quota Unchanged

WASHINGTON—Enough school text books and Bibles will be available in 1944 to meet all essential civilian needs, Donald M. Nelson, Chairman of the War Production Board, said in answer to inquiries concerning the impact of the paper shortage on the production of such books during the coming year.

"If it should appear that a shortage of textbooks, impairing the educational system, is imminent," Mr. Nelson said, "or if paper quota restrictions appear likely to cause insufficient production of Bibles, appropriate steps will be taken."

Many publishers of text books and Bibles also publish other types of books, and they are free to meet the demand for religious and educational books by using part of their over-all paper quotas for these publications. Moreover substantial economies in the use of paper are possible in the format or style of individual books.

"The War Production Board does not dictate the type of book for which a publisher may use his paper quota," Mr. Nelson said. "No distinctions are made between publishers on the basis of the subject matter of the books published. The public is the ultimate arbiter of the type of reading matter produced."

The WPB Printing and Publishing Division points out that if local governments and Boards of Education scale down their textbook specifications publishers will be in a position to produce for them more books from a fixed amount of paper. Paper mills, in order that the diminishing supply of pulp may be stretched to the utmost, are prohibited from making certain types of heavy-weight papers called for in some State textbook contract specifications.

Meanwhile the further cut of 15 per cent added to last year's cut of 10 per cent in paper quotas obtainable by publishers remains the rule for 1944. Only the demands of the public will determine whether the paper goes for detective stories or the books essential to education—unless, as Mr. Nelson suggests, the shortage threatens to become disastrous.

E. H. Kenerson New Head of ATPI

Edward H. Kenerson, Director of Ginn & Company, was elected President for the coming year of The American Textbook Publishers Institute at the Annual Meeting of the Institute held recently in New York. Other officers elected were:

First Vice-President, R. C. McNamara of Scott, Foresman & Company; Second Vice-President, W. P. Johnson, of Webster Publishing Company; Secretary, James G. Stradling, of John C. Winston Company; Treasurer, Burr L. Chase, of Silver Burdett Company.

Stradling, Johnson, and Murray N. Parker of Benj. H. Sanborn & Company were reelected as members of the Board of Directors.

The President and the Secretary of the Institute, with Burr L. Chase, George P. Brett, Jr. of The Macmillan Company, and R. C. McNamara were elected as an Executive Committee.

Dudley R. Cowles of D. C. Heath & Company, the retiring President of the Institute, and J. W. Prater of Houghton Mifflin Company, continue as members of the Board of Directors.

The executive office of the Institute is now located at 150 Fifth Avenue, New York 11, N. Y. Lloyd W. King is the Executive Secretary.

English at Command

A good text-book must be to the highest degree timely. And this merit of timeliness is one of the outstanding merits of *English at Command*. In it English for high school use is presented "in terms of the interests of the students, the interests of the month, the day, the hour." The illustrative material is based on the things of which people are now thinking and talking. This does not mean that the basic problems of language study are ignored. On the contrary, they are handled with exceptional effectiveness. Chapter IV, which deals with spelling, would be hard to improve upon. Chapter XII, which bears the title of "How to Tell Stories Well," is especially rich in practical suggestions. Part II consists of fifty-six pages of grammar and is an excellent example of the tying up of time-honored principles of speech with contemporary usage. Mr. Herzberg has produced a book which is an unusual combination of the practical and the delightful.

ENGLISH AT COMMAND by Max Herzberg. Ginn and Company, Boston. $1.32.

First Course in Psychology

Any person who raises the eyebrows at the suggestion of psychology as a high school subject, might well examine such a textbook as *First Course in Psychology* by Woodworth and Sheehan and see for himself whether the study can be presented in a comprehensible way and whether its content has direct applicability to the problems of young people. The senior author, Mr. Woodworth, once studied under William James, and seems to have caught something of that scientist's gift for clear and interesting statement. The student of this new text will see the inner world of his own mind and personality opening up before him. He will gather excellent hints on how to study. He will be told what goes on in thinking and how near some animals, such as dogs, come to it. He will be shown some specimens of false reasoning and unsound arguments; will be warned against psychology that is not psy-

AND REVIEWS . . .

chology. He will even delve into the mysteries of telepathy and clairvoyance, with a special view to weighing the evidence.

In short, a valuable aid to the intelligent solution of many personal problems lurks between the covers of this text.

FIRST COURSE IN PSYCHOLOGY by Robert S. Woodworth and Mary R. Sheehan. Henry Holt and Company, New York. $1.80.

The English We Need

Book One of *The English We Need* is a promising forerunner of a series for high school classes. The volume marks another rigorous attempt to bring English down from the clouds, where pupils think it belongs, to the everyday level of school and home and town or village. Starting with such common channels of incoming English as radio, newspaper, magazine and motion picture, the text soon moves over into the forms of communication that the pupil himself necessarily employs and should learn to employ effectively. The whole gamut of services performed by English is run through, in a neatly organized course, with explanations, examples, assignments and all the apparatus in wide variety that must be provided in an English book for any grade and perhaps most of all for high school freshmen. A sizeable section of reference material at the end of the book is a practical feature.

THE ENGLISH WE NEED by Bell, Johnson and others. John C. Winston Co., Philadelphia.

Ease in Speech

No course of study has more obvious utility than one in public speaking—provided its main emphasis is upon informal rather than formal occasions and performances. Yet in a majority of high schools the subject is given only slight attention as a purely incidental part of the work in English. Some schools, perchance, have been waiting for just such a text as "Ease in Speech," by Margaret Painter. In it is an abundance of well organized instruction on about every conceivable problem connected with the preparation and delivery of a talk, and with the use of the spoken word in general, as in conversation or in the classroom. The book is concrete and clear in style. It possesses human interest. It contains a variety of exercises but is not overloaded with them. The preface suggests how it may be employed for either a full year or a half year course; the latter by omitting such matters as parliamentary law, debating, and the history of public speaking. Taken either way, it gives promise of being a workable text. Being a revised edition, it must already have kept that promise reasonably well.

EASE IN SPEECH, Margaret Painter. D. C. Heath and Co., Boston. $1.80.

Where State Adoptions Fail, Try Local Ones!

There are at this time some nineteen states of the Union which assume responsibility for the selection or approval of texts to be used in their public schools. The majority of them happen to be in the South—which is neither for nor against the wisdom of the policy.

Are state adoptions turning out to the advantage of the boys and girls? The public has seen and read so much about what goes on behind the scenes at those adoptions, or some of them, that it is beginning to think the welfare of the children receives less consideration than the selfish interests of certain individuals, both politicians and bookmen. This is probably the case less often than might be imagined. Yet the danger is always present, wherever big contracts are being let—the danger that some persons arranging the transaction will be less mindful of the public interest than of their own.

When states first went into the business of approving textbooks the main reason given to the citizens was the desire to lift educational standards above those of the average local district. The argument was not without point then and cannot be tossed aside now without consideration.

However, when any given state has found from bitter experience that its public officials cannot be trusted with the letting of textbook contracts or the selecting of an approved list, the sensible remedy would be to abolish the system and transfer the responsibility to the local school faculties.

Music in American Schools

To have a philosophy behind the teaching that one does, especially a true and deep philosophy, is to teach with purposes and goals in view. "Music in American Schools" by Professor Mursell of Teachers College, Columbia, offers the teacher of music an invigorating concept of what music instruction is all about, and at the same time supplies much guidance in the planning of techniques. Among the objectives, as the author sees them, are the development of musical appreciation and skills, practice in democratic cooperation, and the discovery of special talents. The work is inspiringly written and should contribute immensely to the full realization of the potentialities of school music for American life today and in the days to come.

MUSIC IN AMERICAN SCHOOLS by James L. Mursell. Silver Burdett Co.: New York.

Riding the Air

For the youngster who is eager to read about airplanes, there is a rapidly growing supply of books. One of these, *Riding the Air*, brings together a dozen or more stories, true or fictional, as well as explanatory chapters on the theory of flight, the new global geography and the weather. The narratives include the myth of Icarus, a tale called "The Flying Doctor," and accounts of the Langley experiments and those of the Wright brothers. It all makes up a small package of thrills and thought-starters. Profuse and attractive illustrations help to provide a realistic atmosphere in which the imagination may take wing. The style employed in the text is clear and simple. The effect of such a reader may well be to make the boy or girl both air-minded and air-intelligent.

RIDING THE AIR by Dorothy Judd Sickels. American Book Company, New York. 84 cents.

Editorials

Tempests Do Not Stop the Tide

While two opposing concepts of world order are locked in a struggle to the death, signs are not wanting inside our own borders that members of one racial, religious or industrial group are at loggerheads with members of another.

From all such evidence it is easy to conclude, as many have concluded, that civilization is in a hopeless mess; that people of different origins, languages, customs and complexions just naturally hate each other and always will.

But is this actually and profoundly true?

For every injustice that occurs here in America many and loud protests arise, not so much from the aggrieved party as from disinterested onlookers. Human sympathy and demands for fair play find expression in the press and on the radio and through organized movements such as "Brotherhood Week" and the growing number of societies aiming to promote intercultural harmony.

As a people we are probably more sensitive to outbreaks of violence among us than ever before. This is a good sign rather than a bad one.

On the broader stage of global affairs, bitter and bloody as the struggle now is, a multitude of forces, some vocal, others silent, are working to the end that wars may be reduced in magnitude and frequency and, eventually, be supplanted by institutions based on law and order. Germany and Japan may be a long time settling down to decent behavior in the family of nations. There will be many critical periods when it will be hard to decide between severity and leniency. But if the quickening tide of international good will and good sense is persistently encouraged, this war may be turned to better account than any that preceded it.

Classes Have Character

A school phenomenon that still lacks any satisfactory explanation is the marked difference between classes. While the purely speculative outsider probably supposes that one year's crop of fifth graders or of high school sophomores about equals that of any other year, the experienced teacher or principal knows otherwise. A good many adults, harking back to their own school days, can recall that their particular class had a well earned reputation as the best or worst in ten years, or that it had some more specific character often mentioned by its preceptors.

Well, times have not changed in this respect. Last year's class may have shown excellent school spirit. This year's class cares nothing about school interests or affairs. One group refuses to buy war bonds, give to the community fund or join the Red Cross. The next class responds to all such appeals with generous enthusiasm and establishes a new record in raising funds.

Our own hypothesis is that a group of young people, housed together for a year or more, falls into a sort of composite pattern or mold that is largely determined by a small minority of its members having dominant personalities. These few members, being the most conspicuous, soon come to symbolize the whole group in the eyes of their teacher. At the same time, the rest of the group play the sheeplike game of follow the leader. In short, mass psychology gets in its work. Later on, the class more or less unconsciously lives up to its reputation or down to it, as the case may be.

This War and Waste

In the nature of things, war and waste are nearly synonymous. And the present war, with all its mechanized equipment and global dimensions necessarily surpasses all previous wars in its destruction of raw and manufactured materials. Let us hope the victory will be worth all it costs in accumulated wealth and human effort.

No sane person wants any holding back of resources necessary for the speedy winning of the war. Neither is it humanly possible for so vast an undertaking to be carried out without mistakes that increase the cost beyond what is truly essential.

In two major respects, however, the present conflict involves extravagances that are now fairly apparent and can and must be corrected. One of these concerns food. The practice of buying up huge quantities of food for the armed forces and hoarding it until it is on the verge of spoiling, perhaps actually spoils, before dumping it back upon the open market, has resulted in shameful waste. Enough instances have occurred, with butter and other perishables, to show the need for more careful watching of surpluses.

The other obvious waste on a large scale arises from cost-plus contracts, such as the government has

made with many manufacturers. Arrangements of this sort are justified when some new product has to be turned out in a hurry and experience alone can tell what it will cost. But once that experience has been gained and the product standardized, cost-plus ought to be abandoned and new contracts negotiated. Where a company is guaranteed a certain percentage of profit above the cost of manufacturing an article, the temptation is strong to keep the costs up. This no doubt accounts for the employment, in many plants, of more workers than are needed—so that hoarding of workers occurs and men who should be available for military service are hiding behind machinery.

The public that has to foot the bills has a right to demand that clearly discernible errors such as these be overcome.

The Outlook for Colleges

College professors have surprised everybody, not least of all themselves, by their ability to limber up. Many of them had forgotten all they ever knew about mathematics, for example. Yet today these men are teaching navigation. And not only are they teaching unfamiliar subjects—they are adapting their instruction to less mature minds than formerly. This new-found flexibility is a good thing. The professors are going to need even greater flexibility in the years just ahead.

Those subsidized pretraining programs for army and navy cadets will shortly end. The army has already sounded taps for its share of them. For a time, this may spell gravely diminished enrollments and tightening of faculty belts. But almost before they know it the colleges will see discharged service men applying to them for further education. The government offers them a year of it, tuition paid. How many will avail themselves of the privilege depends in part upon what provision the colleges make for admitting these students. The majority of applicants will not have completed the usual academic requirements for admission. They will be too old in years and in outlook to be cared for in the high schools. The four-year and junior colleges will be the natural places to accommodate them. These places will need to modify their standards and their methods substantially. Some years may have to elapse before the old ways are reestablished in our higher institutions of learning. What is more, some of those old ways may never be set up again.

It is not unlikely that the junior colleges, having suffered more from governmental neglect in the present critical period, will spring back more rapidly than the four-year ones, merely because the former are younger and less rheumatic. Both types of school will do well to prepare themselves for new sorts of education to be given to new sorts of students. For one thing, the new education will have a vocational end in view. The problem will to be blend this with studies of a liberal nature, so that the generation of ex-service men may be well balanced citizens, equipped on the economic and the intellectual sides somewhat equally.

Freedom of the Air

The radio industry often complains of the restrictions placed upon it by FCC, the Federal Communications Commission, established by act of Congress in 1934, and endowed with rather vague powers that have been exercised too vigorously or too arbitrarily for broadcasting comfort.

Although radio arrived on the scene too late to be named along with free speech and a free press in the Bill of Rights section of the Constitution, any rewriting of that document today would most certainly include this modern instrument of communication in its guarantees of free expression. Perhaps even now the Constitution should be amended to take in this newcomer. But such action ought to superfluous. Congress itself can easily put a stop to the FCC's encroachments upon the freedom of radio stations and networks to determine their own programs. Perhaps there ought also to be a change in the personnel of the commission, but this might not be necessary if the law were changed and the authority of the FCC made more definite and more narrow.

To be sure this is a critical time and a time when it is very convenient for a government to hold a big stick over radio. But we have seen what abuses are possible when radio is muzzled by dictators and it must not happen here. Nor is there any reason to believe that radio would kick over the traces of that voluntary censorship to which the newspapers and magazines conform so patriotically.

"Education, Efficiency, Economy"

The motive behind the survey of Boston public schools— see page 104—is undoubtedly financial. The City Council voted $75,000 to defray the cost of the survey because it hoped to find a leak somewhere in the School Department's expenditures, which continue to increase despite shrinking enrolments. And it is the Finance Commission, a state-appointed body which watches the city's financial affairs, that now cooperate with the City Council in arranging to have the schools looked into. Fortunately for the public interest, the survey will be conducted by persons conversant with education and friendly to it. The announced purpose to discover ways of securing better "education efficiency and economy" leaves nothing to find fault with.

A FABLE FOR TEACHERS

LOREY C. DAY
Principal, Farmington State Normal School
Farmington, Maine

ONCE upon a time, you know, there were a butcher, a baker and a candlestick maker. Each man knew his trade thoroughly and possessed a high degree of skill.

Yet each man failed and his business went into bankruptcy.

The butcher could wield a deft knife and he knew his cuts from head to hoof. His efficiency allowed no waste. But after a short time of waning trade he had to close his shop. It seems that he persisted in weighing his heavy hand along with his meat and there were often peculiar mistakes in change. People did not like being cheated.

▼

The baker filled his window with delicious golden rolls and plump, juicy pies and intricate frosted cakes that looked almost too good to eat. With him cookery was a fine art. After a time, however, people began to pass by these wonderful creations and stopped instead at a less pretentious little shop down the street. The baker was honest, absolutely. Weight, count, and change were always correct; but he could not "stand" people. Anything or anybody less pliable than dough put him into a temper. His customers annoyed him, children were a pest. Thus grown-ups came to dislike him and children feared him.

▼

The candlestick maker was an honest man, like the baker, but unlike him, he was a fine and courteous fellow to meet, and he prospered for a number of years. His candlesticks were beautifully wrought and truly built on honor.

Yet there came a day when the stock began to accumulate on his shelves. Later there were candlesticks all over the shop and down cellar and in the garret. The beautiful candlesticks just did not sell.

And what was the matter? Well, the candlestick maker somehow could not realize that oil lamps had been invented and few people now wanted candlesticks. Nor had he come to realize that he still could have held a profitable ornamental candlestick market if he had simply changed his styles once in a while. The new generation had no eye for the designs of twenty years before, no matter how finely they might be wrought.

▼

Miss Jennie Butcher, like her fabled ancestor, was a person of skill and efficiency. She knew all her sixth grade subjects with equal proficiency and her skill in presentation was a pleasure to behold. Every move and every moment counted. She rightfully prided herself on keeping well posted. Her teachers' college recommendations had been excellent. She was certainly a young woman of promise.

But this efficient, up-to-the minute technician was a little lax in her professional ethics.

Her pupils expected fairness and impartiality, but they were treated to favoritism and capricious examinations.

The pupils' parents expected honest dealing and a confidential handling of their problems, but they found that rank cards were sometimes "revised" and that supposed confidences somehow became widely known.

Her associates trusted her with new ideas which she promptly adopted and passed off as her own.

Her superiors wondered why such a fine teacher could be the cause of so many complaints. They also wondered how such a perfectly healthy person could always exactly use up all her sick leave time each year.

Even the long-suffering book salesman rebelled after he saw what a fine library his "samples" had built for her.

But all Miss Butcher's knowledge and skill and clock-like efficiency were not enough to assure an outstanding career. Her first recommendations proved to be her best. She did not forge ahead to the top in her chosen school system or climb rapidly to ever better positions, but rather became a "rover," moving from place to place at one dead level. The first glamor of efficiency became shadowed sooner or later by her short-weight ethics. She often left a place without specific cause; it was simply "for the good of the system."

▼

Miss Polly Baker, of Grade II, was an artist. Her classroom "shop window" was always seasonably dressed up. There were plays and tableaux and exhibits, kinderbands and minuets. Parents were specially entertained by all sorts of accomplishments. Her projects were as skillfully wrought as her ancestor's frosted cakes—and perhaps as sugar-coated. Miss Baker, too, was professionally honest and very conscientious.

But she was temperamental (as many artists are said to be), and it took countless bursts of temper to prepare an exhibit or a play or a party. A kinderband rehearsal was agony for every bandsman. Fear was behind the smiling faces in the minuet. Children performed well for Miss Baker, but it

was not for love of the task; it was because they knew what was just around the corner if anything went wrong. Only force and threat made the sugar-coating stick.

Parents usually had cause to admire the finished accomplishments in the Grade II room, but anyone who had the temerity to suggest a slight change or improvement was promptly put into her place. The mere suggestion that Tommy or Mary was finding rehearsals a bit strenuous, brought vengeance upon both mother and child. Principal and superintendent could keep in good standing as long as agreement and praise continued unstinted, but if the praise slacked or if constructive criticism were ventured, the wrath of a scorned artist was brought down upon their heads.

There was just one way to do anything, and that was Miss Baker's way.

Children, parents and school officials do like to see things artistically done. They are all human enough to enjoy a good show. But they also like to be treated as human beings. And Miss Baker's patrons usually decided, after a moderate sufficiency of rough treatment, that perhaps they could find someone for Grade II who was not only a skillful artist in her profession, but who possessed skill in handling people, grown-ups as well as children.

▼

Finally, there was Miss Hetty Candle of Grade IV. She was on the academic honor roll, her practice-teaching record was excellent. Her techniques were as perfect as her Great Grandfather's candlesticks. She was a likeable sort of person. Her integrity was beyond question. She won a fine first-year position. The first follow-up reports showed superior accomplishment. Superintendents became enthusiastic about her. No future seemed too good.

But after a time the reports become less enthusiastic. The glowing future dims. Progress slows, then stops entirely. And after, let us say, twenty years, it is clear that growth has long since stopped. Miss Candle *was* a good teacher. The up-to-the-minute methods of 1920 are still carried out with meticulous care—one could now say with almost paralyzing care. This teacher is still an expert. Her ethics are still unimpeachable. People still find her likeable. But her teaching and not a little of her knowledge still bear the 1920 label. Some say that even her hair-do and dress also bear that label.

What is it that has happened—or perhaps hasn't happened? Just ask Miss Candle about summer school. It's a waste of time, she will say, or, *next* summer will be soon enough. Professional reading? Too theoretical. Teachers' conventions? Just boredom.

In consequence the technically perfect candlestick methods of 1920 are still on her professional shelves, a little less in demand each year. Her wares are no longer wanted in the progressive school system. Perhaps she stalls in her home town where her shortcomings are mercifully forgiven, or perhaps she slips quietly into less and less important positions, at last finding haven where outmoded candlestick teaching still fits the scene.

▼

Intelligence, techniques, skills, efficiency, and other material factors are all very important, yet they are not the things that really make teaching "click"; they by themselves do not determine progress and success. The vital spark resides in less tangible, less measurable, less predictable factors. Honor, heart, understanding, the spirit of progress, cannot be taught in so many class hours or in a given number of practice periods. If such things cannot be taught, however, they can at least be "caught," and teachers' colleges and administrators can see to it that these become centers of contagion. Even if the intangibles are regarded as being largely inborn, it is always possible to do something about developing them.

The individual himself is by no means powerless in this matter; he can at least expose himself to contagion and, if he has the will, he can do something about developing his inborn traits. You and I can do quite a lot for ourselves when we are so minded.

Human Interest

ELIZABETH MOORE

They Start Young

The kindergarten was in full swing. One group of brighteyed youngsters was playing house in the cardboard playhouse they had built and painted all by themselves. Another group was sitting on their orange-crate chairs in front of their orange-crate fireplace looking at picture books and telling stories. A few were standing at their easels painting large pictures of cats and pumpkins in flaming reds and yellows, for it was nearing Hallowe'en. Several wiggly, restless "all-boy" boys were ack-acking—shooting down Jap and German planes with their own clay Flying Fortresses and anti-aircraft guns. Some of the less belligerent had not gone to war, but were getting up steam on their block trains. The teacher, an attractive young woman, not long out of school herself, was sitting at a tiny piano playing a rollicking little tune while a group of fluffy, giggly little girls danced and pranced.

Happy were they; and all unconscious of the school-world about them when who should walk in but the superintendent himself. He was a tall, distinguished looking man with twinkling blue eyes and snow-white

hair. He sat down on one of the small chairs with his hands on his knees. No one paid any attention to him for awhile, but pretty soon a flaxen-haired, baby-doll girl sidled up to him, brushed against him, searched his eyes, and then skipped away. He couldn't help smiling, so she became bolder. This time she stood against his knee, and put her warm, pink little hand on top of his. He placed his other hand on top of hers; so the game went on for a minute or two. Abruptly, she pulled both her hands away and raced over to the teacher at the piano. She threw her chubby arms around the teacher and piped out in a high, shrill voice, "Oh, Miss Burgess, I LIKE your daddy!"

Zero

Cecilia yanked a piece of paper out of her note book, slammed it on the desk, and stared at the problems on the board. Her big brown eyes fairly blazed as she chewed her stubby pencil and squirmed in her seat. Then, composing herself, she worked diligently for the rest of the hour. She handed me her paper as she hurried out, and I can almost swear she stuck her tongue out at me behind my back.

I was curious to see what she had done in her test, so I immediately graded her paper. Every problem was a big red zero. But I had nothing on Cecilia, for up in the right hand corner where her name should have been was an enormous zero with eyes, and ears, and horns; and it spoke—"DUMB, SILLY, PUKEY MISS MOORE."

At first I was inclined to be angry. Then I said to myself, "Well, why not? After all, her I Q is only seventy-four. And I well remember how I felt in my college days when some high-brow professor pulled an unexpected test on me and I didn't know beans from buckshot. She has done the very thing I longed to do, only I didn't have the nerve, and I know exactly how she feels. So—no punishment for Cecilia."

SIGNIFICANCE OF THE HISTORY REPORT

DOROTHY MERIDETH
EDGAR B. WESLEY

THE report of the committee appointed to study American history in the schools and colleges of the country has just come from the press. The sponsors of this Committee on American History in the Schools and Colleges were three organizations with a special interest in the teaching of history—the American Historical Association, the Mississippi Valley Historical Association, and the National Council for the Social Studies. The Committee's membership was drawn from all sections of the country and included both historians and educators; it was under the directorship of Professor Edgar B. Wesley of the University of Minnesota.

Early in its sessions the Committee realized the necessity, in view of its short period for work, of excluding from its recommendations any specific treatment of how materials should be organized for teaching, of classroom teaching procedures or of details of testing and measurement. It concentrated its attention on three major areas: first, setting up a desirable minimum content for American history courses at the various school grade levels; second, presenting desirable standards and procedures for teacher training and certification; and third, indicating what seemed to the Committee to be the proper type of activity for state legislatures in the sphere of curricular legislation. The educational significance of the report, *American History in Schools and Colleges*, will probably be greatest in connection with the recommendations affecting these three areas.

The Committee's recommended content for American history courses in the middle grades, the junior high school, and the senior high school seems, of all features of the report, to be attracting the most immediate and widest attention in both educational and lay circles. Social studies teachers as well as many individual citizens have written directly to the office of the Director to get advance information about the topics, names, dates, concepts, and work skills recommended by the Committee for study at the various grade levels. Most of the teachers have indicated that they plan to check the American history courses they are teaching this year to be sure that all the minimum essentials listed by the Committee are included. Probably this will be the reaction of an increasing number of school men and women, as the report of the Committee receives wider discussion throughout the coming months. The Committee did not expect that its recommendations with regard to minimum essentials would meet with complete approval, nor have they. Various persons and organizations have objected to the omission of certain names or dates which seem to them just as important as certain others which are listed in the Committee's recommendations. The important and significant fact about the recommended content is that, for the first time, a national committee has stated a basic list of specific

topics, names, and dates for study at each grade level and has thus provided guidance for the often bewildered classroom teacher, who in the past has been faced with an enormous stack of facts about American history and has frequently felt it her duty to try to present all of them to her class. A large proportion of the classroom teachers of American history will accept the guidance offered by the Committee, and therein will lie a most important aspect of the educational significance of the report.

The Committee recognized the futility of mere memorization of facts, and placed major emphasis upon the need for interpretative study of the facts presented in the classroom. Critics of the Committee's recommendations may say—indeed have already said—that it is inconsistent to urge (1) study of specific lists of facts, and (2) interpretative study of American history to gain an understanding rather than a factual knowledge of it. The two are not inconsistent, although it is obvious that the second will not automatically flow from the first. The teacher who approaches the year's work with the main road and the important by-paths for her class clearly marked, will have opportunity to provide for a fuller, deeper study of these selected materials than the one who stops at every side-road for a hasty glance at many scattered events. Fuller study of a smaller number of topics than is today customary at any one grade level will meet with the approval of the modern psychologist who is convinced that people gain lasting understandings and build up generalizations which will be long retained when they fill in the why and how as well as the when and who of important events and movements. In other words, generalizations and understandings, to be lasting, must be grounded on a full study of facts, in the course of which the interrelationships of forces within the event and the broader current of which it is a part have been clearly established.

In another way, adherence to the recommendations of the Committee will increase the learnability of American history for students. The teacher of a senior high school class who knows with some definiteness at what sideroads her pupils have already stopped for a comprehensive view will be able to avoid tiresome repetition and overlapping of content in the third survey of their nation's history which most of her students will have been exposed to. She will be able to concentrate on a selected number of topics, men, dates, concepts, and study skills, knowing that her students have already obtained an understanding of certain phases of American history and have built up generalizations concerning those which they studied in their earlier school years. She will, of course, expect to spend some time in review of the areas of American history studied by her students in grade school and in junior high school—she will realize that much of the factual material has been forgotten although the general understandings can be expected to remain. Most of the class's time in their senior high school course, however, can be spent studying topics which are comparatively new to them and which they are now mature enough to give careful consideration to—topics which as grade school or junior high school students they would have found it difficult or, in many cases, impossible to understand. Thus the very specificity of the Committee's recommended content will make possible fuller study and understanding of selected topics and at the same time will, if the recommendations are widely followed, eventually eliminate much of the deadening repetition and overlapping of content which has characterized most middle grade, junior high school, and senior high school American history courses in the present and past.

When the Committee recommended minimum content for American history courses, its object was to mark off with some definiteness the major centers of interest for study at each grade level. It was far from the expectation—and certainly was not the desire—of the Committee that any teacher would *confine* her year's work to study of and drill on the names and dates listed in the report. This procedure would defeat the entire purpose of the Committee. American history courses must be enriched with materials drawn from regional history as well as with materials pertinent to the topics recommended for study in each grade, but the courses at the various grade levels should be differentiated in some widely accepted manner—and the Committee has proposed a method that should be acceptable. The significance of the report on American History in Schools and Colleges will depend in the long run on how widely teachers accept its recommendations as to minimum content—and how effectively they build an enriched, well organized course around the skeleton of content proposed by the Committee.

In a second area, that of the training of history teachers, the Committee made recommendations that will have great educational significance if they are carried out. Concluding that the best way to improve the quality of American history taught in public schools would be to improve the quality and amount of training given to teachers of the subject, the Committee outlined in its report a four-point program for teacher education, certification, and in-service training. First, the undergraduate preparation of American history teachers should include a broad training in United States history, the study of European history, basic courses in at least two additional social sciences, and preparation in psychology, tests and measurements, and methods of teaching as well as actual practice in teaching the social studies.

Second, certificates to teach should be issued for stated periods, from three to ten years, instead of for life as is common at present. Certification standards should take into account such matters as health and emotional stability as well as broad academic preparation. The issuance of certificates to teach American history and the renewal of such certificates should be closely connected with the teacher's continued study and growth while serving as a teacher. As the teacher gains added experience and training, he should receive more specialized certificates which would be valid for periods of increasing length.

Third, school systems should reward in-service growth of American history teachers by salary increases and by other recognition when teachers prove they have increased their competence through such activities as advanced study, systematic reading, travel, professional publication, or improving their standing on national teachers' examinations.

Fourth, graduate schools should reconsider their programs in history and in education so that American history teachers could more satisfactorily combine progress toward a graduate degree with study which would be of immediate usefulness to them in their classrooms. Especially should the summer session offerings of university graduate schools be re-examined and re-organized, and especially should departments of history and colleges of education cooperate more closely to plan suitable graduate courses and programs for public school teachers.

In short, the recommendations of the Committee in the field of teacher preparation are aimed to achieve broad and thorough training before the teacher of American history enters the classroom, and continued growth while the teacher is in educational service. To these ends are pointed the suggestions in regard to flexible certification, recognition of other kinds of in-service growth besides graduate school credits, and reconsideration of graduate school programs for teachers. If acted upon seriously by educators in key positions, these suggestions of the Committee will rapidly improve the quality of American history teachers, and so of American history teaching.

A ROCK IN THE DELUGE

The average child of today has seen most of his world come crashing down around his ears. His brothers, his sisters, and perhaps his father, have left the home circle to embark for points which he never dreamed existed a year or two ago. His mother may be frantically trying to hold the home together while she carries other heavy responsibilities in connection with the war effort. Nearly everything the child has assumed was fixed and final has proved to be shifting and uncertain. But as the earth trembles and the seas boil, he can still see his school standing like a rock in the deluge. To be sure the school has undergone many changes too, but to the average child it represents almost his last link with reason and reality. For at least six hours out of the twenty-four he can live in a world that still makes sense. In this world he can still work today and plan for tomorrow. How can we ever measure the mighty contribution to morale which the schools are making by standing steady—steady like the tick of a clock in a thunderstorm?

—Kenneth W. McFarland, Superintendent, Topeka, Kansas.

The third area in which the Committee made recommendations that affect the American history classroom was the sphere of curricular legislation. Over the last few months there have been numerous demands for state legislation in regard to the teaching of American history. In the course of its work the Committee found that 34 states have laws requiring the teaching of American history in elementary schools and 21 require it by law in the high schools. Of greater significance for the future legislative position of American history teaching is the attitude of the Committee as to the wisdom of passing such curricular laws. That the state legislature has an important place in the state's educational program is recognized by the Committee—it has the duty of providing the necessary legal framework through which schools operate, school money is raised, teachers are certified, and state departments of education are created. It has the further duty of stating educational purposes for the schools, but in the opinion of the Committee it should leave the specific plans for building the curriculum to carry out those purposes to persons who have made specific preparation for such work. Legislation which requires particular topics or subjects to be taught in the public schools sets a precedent that may soon fill the curriculum with legally prescribed materials and cause neglect of other equally important branches of study. "Legislators", says the Committee, "are untrained and ill-prepared to write programs for the schools and their piecemeal and sporadic efforts can never result in an orderly and effective curriculum." It is significant that this national committee, appointed by three leading professional and scholarly organizations interested in social studies teaching, has gone clearly on record as opposing curricular legislation in general and laws specifically requiring the teaching of American history in particular.

The full extent of the influence of the recommendations of the Committee on American History in the Schools and Colleges cannot be measured even approximately, of course, for many months or perhaps for years. Its significance for American education will depend, in the last analysis, on the willingness of teachers, teacher training institutions, and legislators to make a fair trial of its suggestions.

THE HOW · TO · STUDY PROBLEM

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TODAY there seems to exist among teachers a very wholesome interest in guiding and directing students so that they will acquire study habits and methods which will function effectively both in school and in life. This interest is especially noticeable among secondary school teachers. Evidence of this interest has been demonstrated within the past decade in the many investigations made to improve study techniques as well as in the various attempts to devise ways of teaching study skills effectively and efficiently. Undoubtedly, this interest is due to a recognition of the fact that not only is effective study the foundation for all progress but that it constitutes, likewise, a most important phase of the educative process itself. Thus, it is recognized generally that to train pupils how to study is just as essential as it is to teach them what to study.

To study means simply to apply one's intellectual capacities to the acquisition, retention, and application of knowledge and skill. Study is, consequently, a phase of the learning process. It is that aspect of formal learning by means of which the pupil seeks to acquire new facts, to establish new habits, and to perfect skills in an economical manner. As every teacher realizes, the use of the term study in relation to school work means the learning of subject matter chiefly through the use of textbooks and reference materials. The purpose of study is to acquire facts and information, systems of thought, mastery of skills, techniques by which learning may be organized and expressed. In a word, the purpose of study is to master the fundamental principles necessary for learning. Consequently, learning and study are mutually related. This means that training in the art of effective study constitutes a major part of efficient guidance in learning. In fact the purpose of providing guidance and direction in the process of acquiring study habits and skills is to encourage and to promote advantageous methods of learning and in addition to discourage and to overcome disadvantageous ways.

Now the process of study does not consist merely in storing up facts and information. It does not consist merely in the act of reading, although that idea seems to be fairly prevalent among students. By its very nature the process of study constitutes a disciplinary training. The reason a student studies is to prepare himself for the intellectual encounters of everyday life. Consequently, study involves more than a matter merely of retaining and recalling material presented in a textbook. It involves an understanding of those materials, an appreciation of their relation to the subject being studied, and an awareness of their significance for life. It involves, furthermore, an evaluation of facts, the passing of judgment on the truth and worthwhileness of these facts. Likewise, it involves the reasoning out of the conclusions which flow from these materials and the utilization of these conclusions by applying them to school work and to life activities. Thus, it is evident that studying involves thinking, judgment, and reasoning in order that materials may be organized, classified, and arranged systematically in relation to a core or central thought. In every subject of the curriculum this implies effort. This is true in the most interesting and vital subjects because even there not every aspect will be interesting and stimulating to every pupil.

In order that teachers may help pupils to develop worthwhile habits of study, it is necessary that they take into consideration certain factors which influence in many ways the process of study. The first factor to be recognized is *purposefulness*, that is, a realization that the pupil who studies with a specific purpose in mind and with a definite goal to be attained usually will study effectively. The second factor to be recognized is the necessity for *assimilating*, *organizing*, and *applying* the facts, ideas, and knowledge acquired in the process of study. The third factor involves the ability to *distinguish salient features from minor points* within the materials being studied. The fourth factor is *soundness of judgment* and *thoroughness of reasoning*. The fifth factor is *memory* which is fundamental and functional in all learning. The last factor consists of the provisions and opportunities for *exercise of initiative, for self-activity, for self-reliance.*

The teacher's task is to encourage pupils so that they will study effectively. This stimulation of the "will to learn" in an efficient and economic fashion involves the purposeful presentation of motives which will "energize" learning. It involves the motivation of pupils to apply themselves willingly to the study of the tasks of the schoolroom by making those tasks significant and purposeful. The pupil must have a motive for studying, a motive sufficiently strong to induce him to take advantage of his opportunities and to work within the limits of his capacities. Study, like all learning, is never a process of passive absorption. It is always an active

process. Consequently, another phase of the teacher's task is to aid the pupils in securing confidence and faith in themselves in order to encourage them to exercise self-activity, initiative, and self-reliance. If the teacher is successful in this aspect of her task, then the imparting of proper techniques and methods of studying will be rendered much simpler. To accomplish these purposes, the teacher must emphasize the principle that the pupil, while working at school tasks, while studying, is forming his mind and that, therefore, he must be aware not only of what he is doing but also of why he is doing it.

If the pupil is to study successfully, he must understand ideas and their meanings, must make them his own possessions, must apply them both to his school work and to the solution of his problems in life activities. In this connection it is well to recognize that not only pupils with scholastic difficulties require guidance, direction, and instruction in methods of study. The average and bright pupils too need such guidance, direction, and instruction. Every pupil needs to know how to use the textbook, how to take and to keep notes in an orderly fashion, how to locate and to use source and reference materials, that is, how to use the library, how to evaluate, to organize and to classify materials, how to manage economically whatever materials must be committed to memory, how to control attention for long periods of time.

Moreover, the pupil must realize the necessity for acquiring these skills. He must recognize the importance of possessing an abundance of clearly understood ideas. His daily aim in studying should be both to prepare his school work well and to achieve a greater degree of mastery. A factor frequently overlooked by pupils is the necessity for providing suitable physical conditions for study. Presuming that the pupil is intellectually capable of doing the assigned tasks, he should have the opportunity to study under favorable conditions which afford him the quiet and the freedom from distraction necessary for sustained attention.

It would be rather nice to be able to say to a citizen (loaded down with pins, buttons, and credentials of office), "I too am important. I'm a Dean of 'The Good Way of Life.'" Why not, if you like the notion? Another hundred deans in the world might be a good thing for all concerned and probably some "Deans of Living" might supply a good antidote for the influences exerted by the experts in Death.

—Raymond E. Manchester

Now it is realized that the mere giving of rules for study, although these are valuable aids, offers no guarantee that the pupil will be enabled to study more effectively. It is the writer's opinion that methods of study must be taught consistently and thoroughly throughout the entire school career of the child. It should never be taken for granted that pupils know how to study. It should be an essential function of teaching to ascertain whether or not pupils know how to study. There should be daily direction and supervision of the process from the primary grades right through the secondary school and perhaps even in the early years of college as well. There should be regular periodic diagnoses of the study habits of individual pupils in order to remedy their deficiencies in this matter and to aid them in substituting desirable habits and skills for those which are undesirable.

There is still need for a great deal of research to be done by teachers on the problem of how to study. This research should involve the investigation of actual study practice used by pupils, by those who are bright, by those who are average, by those who are slow, by those who are successful in their work, and by those whose accomplishments are poor. These investigations should cover all levels of the educative process,—the primary grades, the elementary school, the junior and senior high school, and perhaps even the junior college. Necessarily, such investigations should be carried on in the classroom itself and be reflections of conditions which actually exist among pupils. The purpose of these investigations should be to determine what study habits and skills used by pupils are advantageous and what are disadvantageous. Then remedial and follow up work to improve the use of advantageous habits and skills, to reenforce and strengthen these habits and skills in order to eliminate the disadvantageous, should become an essential part of the teaching process. There is further need for individual diagnoses and case studies to determine the effectiveness of various kinds of remedial work with individual students.

How-to-study is significant and important in the educative process. It is one of the finest fruits of education and one of the important factors in the integrated development of the child. The results of education in the form of specific knowledge pass early from man. Most of the contents of the school texts vanish with the years. This implies that education really imparts to the mind, not so much a possession to be stored away but rather a more effective way of acting in a present situation. Education not only affords mental content but also, and perhaps more important, it imparts mental method. The practicable thing is not to remember all facts but to know when and how to observe them, the books that treat of them, and the authorities to consult about them. Therefore, guidance, direction, and instruction in how-to-study should aim at familiarity with the world's best knowledge, at an efficient method of attaining it, and at stimulating continuous advancement throughout life.

EDUCATION AS A MILITARY FACTOR

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AMERICA'S success in war and peace comes from certain national factors not the least important of which are the training and education of the country's leaders.

The importance of education to the war effort is shown by the attitude of the services themselves. To urge personnel to continue and to complete their educations, the Army and Navy have made arrangements with a number of well known colleges and universities to provide extension (correspondence) courses to service men. College credit is awarded for the successful completion of the courses, half the cost of which is paid by the government; the student pays the other half. High school subjects are offered by the government itself which has set up the U. S. Armed Forces Institute for that purpose; each high school course prepared and offered by the Institute involves a nominal fee of two dollars. Many are the service personnel, both officers and enlisted men, who are availing themselves of this opportunity to continue their studies.

In recent years, the Secretary of War and the Secretary of the Navy have designated a select group of private secondary schools as honor military and honor naval schools. Both services have done much to aid these schools even to supplying them with equipment of all types. The extremely benevolent interest taken by the Army and Navy in such institutions is again an indication of the government's realization of the importance of education to national defense and to the prosecution of the war.

Time and time again, events of today have shown that the safety of a military or naval unit, the lives of its personnel, the accomplishment of a mission, and the success of a battle can and do depend upon the intelligence, training, and education of the directing officers. The officers of the Army and Navy must be well educated!

The well known V-12 program of the Navy and the A.S.T.P. program of the Army were undertaken to ensure the services of an adequate supply of properly educated officer candidates. In these college training programs, young men with officer-like qualities are carefully selected, provided with a college education, commissioned, and assigned to duty in billets of authority.

The goal of education, however, is not merely instruction on subject matter. Education has the equally important aim of building the character and morale of American youth. The aim of fostering morale is particularly vital today at a time when morale can spell victory or defeat in our fight for national and personal survival.

Today is a particularly crucial time for American youth. The prospects for 'teen age boys are anything but good. Such boys—they become men over night—are faced with an interruption of their formal schooling for no one knows how long. They know that education is a requisite for success in almost any profession or business which they might want to enter. These boys also realize that so much time may pass before they are released from service, that it may not then be practicable for them to resume their formal schooling. They clearly visualize the mad rush for jobs which is bound to occur when demobilization begins, and view with alarm the replacement of men by women in almost every type of employment.

Taking a realistic, although frequently overly gloomy, view of things, many boys of high school age have decided that they are right "behind the eight ball." Unsettled conditions have caused a serious and widespread deterioration in the morale of American youth. In some schools, discipline has declined if not almost entirely disappeared; in others, instruction has become a farce, and in some conditions have approached chaos. Educational standards have fallen and juvenile delinquency is on an increase.

The mental and psychological state of American youth presents a challenge to us all but particularly to the schools and to those who teach because of the influence which they exert upon the character and morale of their students. On the fighting front, morale is one of the most important of all military and decisive factors; it is equally so on the home front. If the maintenance of morale is the teacher's task—as it certainly is—then the teacher is a vital member of that home front.

Each secondary school teacher must have a proper understanding of his responsibility to society and to the nation at war. He must lead the way and set the example for his students to follow. He must counsel and guide them, being sure always to instill a sense of hope and confidence in the future. He is handling boys at their most impressionable age and their lives and character will reflect his influence and personality. He can afford to make no mistakes. He will find that present conditions have multiplied his tasks many

fold, and that to be able to advise, encourage, and help his students as he should, he must come to know them better and be not as a teacher but as a personal friend to every boy in the class. There is no room in education today for the instructor who takes no interest in the problems, future, and morale of his students.

Education is indeed an essential part of the war effort. Education is preparing the nation's youth for leadership and duty in the armed forces, and without educated leaders, we could never succeed as a nation either in peace or in war. By building up the morale of our near draft age boys, restoring their faith and confidence in themselves, giving them hope for the future, and helping them to adjust themselves and their lives to the 1944 war world, education continues to be what it has long been—a cornerstone of American democracy.

A MAJOR RISK—WHOSE FAULT?

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"THE fact is that the status of teachers and teaching in this country is now so unsatisfactory as to constitute a major risk." In this terse statement Professor Robert M. Yerkes of Yale University has given expression to a fact as widely known throughout educational circles as it is generally disregarded as far as any organized attempt to combat the risk is concerned. It is not necessary to review here the details of the present status. The exodus of both men and women teachers for better-paying positions, the resulting crowded classes or their elimination altogether, neglect of the fundamentals, tolerance of inefficient instructors—all this matter is of common knowledge to all interested in education. But it is necessary to seek out and squarely to face the conditions contributing to that status, to determine what remedial measures might be applied, and promptly to apply them. Otherwise that which now constitutes merely a risk may, perhaps too late, become a major catastrophe. No particular individuals or groups can be held responsible for the cause of the unfortunate condition, but responsibility for the remedy may with reasonable assurance be placed in three specific spots: with public officials, the public, and the teachers themselves. It would be grossly unjust to condemn any of these for their motives, which unquestionably are beyond criticism. It would be perfectly fair, however, and consistent with the constructive purpose of this thesis, to suggest that their procedures are incompatible with the functioning of our educational system on as high a level of efficiency as is desirable and necessary.

Public officials—Boards of Education, mayors, councilmen, and others—are primarily interested seemingly in two things: impressing upon the public consciousness the actual or supposed superiority of their own community over all others, and keeping down the tax rate, both of which are commendable aims in themselves but neither of which—supposing it to be achieved, which is rare—is worth the sacrifice of matters of greater intrinsic worth frequently made to achieve it. Civic pride is most commendable in anybody and particularly requisite in those who administer the affairs of the community. But pronouncements of the merits and achievements of a given city or town, such as local newspapers love to indulge in and politicians in office glory in boasting about publicly, might very well be subjected to very careful mastication before they are swallowed. For example, when proud officials indulge in eulogies of the local schools to admiring visitors it might be well to inquire—and certainly the visitor would derive a more honest impression—whether this commendatory statement refers to the beautiful buildings and grounds clearly visible to the naked eye or to less obvious conditions which lie hidden within the structures. A good school is not a matter of brick and mortar; it is a matter of intangibles such as spirit, professional pride, scholarship, and above all—personnel. When distinguished visitors are eagerly escorted on tours of inspection, therefore, let them be given a frank statement of all interior details as well as a view of the external. Let them even engage the teachers in personal interviews to learn at first hand the conditions under which they work, especially the extent to which the salaries paid enable them to function as efficiently as they are expected to and as all professionally enthusiastic teachers desire to. And don't boast that "the average salary paid in this community is higher than that paid in comparable communities." Rather, to keep the record straight, inform the curious visitors just how many teachers, in spite of the "average" salary, are being paid less than any self-respecting, conscientious guardian of the welfare of youth must have and has a right to ex-

pect if he is to perform the functions of his high calling with satisfaction to himself and to those whom he serves. If a chain is as strong as its weakest link, it might be more to the point to forget averages and confine consideration to individuals. Inform your visitor whether official red tape hinders the process of instruction and whether, as in the recent case in New York City, teachers are applying for retirement because "the press of assigned duties connected with extra-curricular activities renders it impossible any longer to engage in effective teaching." Then when all this is clarified in the mind of your inquisitive visitor, let him decide for himself whether or not "we have one of the finest school systems, if not *the* finest, in the State of Blank." And if he should then happen to decide in the affirmative, in many cases it would seem to cast reflection upon his reasoning capacity or his power properly to evaluate schools.

This is not to impugn the motives of officials. Too frequently they are unaware that conditions are what they are, and their passive optimism precludes their investigating to find out for themselves. The regrettable thing is that they permit themselves to remain in such ignorance of conditions and consequently fail to take any remedial measures. There is reason to believe that they might be grateful if reminded that classes conducted in a barn by the right teachers constitute a finer school than classes held in architectural masterpieces and conducted by mediocre teachers or worse. Furthermore, such schools as the former would "sell the town" more readily to intelligent and right-minded taxpayers.

The apathy of the public is somewhat more difficult to account for. At a recent meeting of a Parent-Teacher Association a lone mother arose and demanded information as to what was being done, if anything, to alleviate the trying conditions under which the teachers of her child were compelled to work. The silence of the others furnished mute but eloquent evidence of their complete indifference, and the program—arranged for their "entertainment"— proceeded. This is typical of the attitude of the public in general, but as in the case of public officials it would be unjust to blame them unreservedly. The fact of the matter is that both officials and the public need to be informed and, human nature being what it is, to be prodded out of their passivity into action on matters which so vitally affect themselves though they don't seem to realize it. And the need for this action calls attention to the part which the teachers themselves must play in the drama.

Probably the teachers themselves have as much to do with their present status as any other factor —possibly more—and certainly in no other factor is there the potentiality for the improvement of that status if they care to utilize it. More than half a million highly educated and trained specialists should constitute no mean force in the conduct of a Democracy, and the power of such a group would be tremendous if some degree of agreement as to purpose and steps to achieve it could be reached.

As to the purpose of any concerted movement on the part of all in the field of Education there should be little disagreement. Teaching is a profession, and professional standards should adhere in all its activities, as they do in other professions. In medicine, for example, the purpose is the alleviation of physical distress, and except for the distorted minds of a misdirected minority, medical men and women pursue this purpose heroically. The purpose of the teaching profession is the alleviation of mental distress, and except for the minority, teachers pursue this objective with equal devotion. But in all other professions their members have recognized that their services entail considerable expense, have demanded that the costs be met, and have passed along the resulting benefits to those they serve. Teachers, on the contrary, have recognized that their services entail the expense, but they have failed to insist that the expense be met by means of adequate salary standards. The result is that they have failed to pass on to youth benefits which in quality and quantity measure up to what all thoughtful people including the teachers themselves desire and youth deserve. This is not an aspersion cast at teachers. On the contrary, the surprising thing in measuring their services to society at large is —to paraphrase Mr. Churchill— that seldom have so many been indebted to so few for so much. And it may be added that seldom have servants been so stingily rewarded for such service. But though so much has been accomplished, consider how much more could be accomplished under more favorable conditions and must be accomplished if we are to escape the consequences of the present status.

Next month the author concludes with "What to Do."

Re-education—A Problem

We shall need a fresh start if we are to understand the boys and girls who will have returned from the war or the war plants. They will have grown up, not only through their intensified experience but in their first-hand discovery of devotion and heroism. They will know some things that the rest of us will read about, and these two worlds of discourse, both real but different, somehow must be brought into a sound mutual relationship. This is a problem in re-education that will tap our deepest resources in psychological insight and civic preparedness.

—George D. Stoddard, Commissioner of Education, New York State.

THOSE "VICIOUS" COMICS

JAMES NEWELL EMERY

I HAD hardly thought that I should ever be impelled to enter the courtroom (of public opinion) to appear in defense of the so-called "comic" book or strip.

Indeed I have distinctly vivid remembrance more than once during the last two or three years of issuing somewhat stringent orders that pupils in the schoolrooms under my supervision were not to bring copies of the "comics" to school, to read in their spare moments. It struck me forcibly that there were other things with which they might occupy themselves with greater profit after they had finished their page of arithmetic or other written work, and were waiting for slower members of the class to complete the assignment.

In practice as an attorney before entering the educational profession, however, I sometimes had to defend a client whose case was not altogether that of injured innocence. Professional ethics bade that as a matter of simple justice the somewhat faulty respondent was entitled to a fair trial, and it was my duty to see that he got it —that his misdemeanors were not made out any blacker than they actually were.

An all-out attack, therefore, in a recent number of the JOURNAL OF EDUCATION on the "Viciousness of the 'Comic Book'" leads me, much as I disapprove of such publications in general, to maintain that the prosecutor's case is heavily overdrawn. That all "comics" are vicious, immoral, and so forth, is a pretty sweeping statement.

We'll concede from the start that the so-called comic is crude, unreal, and generally trivial. Likewise overdrawn, and to a mind anywhere near adult, rather boring. But vicious and immoral—that's putting it rather strong.

Indeed, there is among comic producers a self-imposed censorship of extreme rigidity. Any script writer or cartoonist engaged in turning out these opuses (and I'll challenge anyone to insist that I should have said *opera*) will tell you emphatically of the rigid taboos thrown around their production. The protagonist must always be brave, utterly honest, altogether scrupulous. He must not lie or cheat, must not descend to trickery, taking an unfair advantage or using questionable means to attain his ends. He must be generous, kind and upright. Otherwise such episodes are deleted at the source.

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The appeal to the youthful mind (and to many adults) lies largely in the constant action, compressed into half-a-dozen drawings that make up an episode. There is no long-winded dullness. There is swift suspense and a swift solution. The story is told concisely and vividly, for all its faults of narration, something that much of our so-called literature lacks.

Frequently, indeed generally, there is a sense of thrill, although hardly that of horror. Horror is a pretty strong term. We are told that the old-time children's literature lacks this. Well, how about the sense of shock and horror at the wolf's eating Little Red Riding Hood's grandmother? The cannibalistic tendencies of the old ogre-tales? The gruesome old witch who was fattening up Hansel and Gretel for the avowed purpose of roasting and eating them? And we might go back to such supposedly innocuous Mother Goose rhymes as:

"Tell-tale tit,
Your tongue shall be slit
And all the dogs in all the town
Shall have a little bit."

Even the prosecutor of the comics mentions the old tale of Ali Baba who cooked the Forty Thieves alive in boiling oil; surely, if you are going to take things literally, a gruesome and horrible punishment. Examples might be multiplied a hundredfold.

Naturally we'll have to concede that most comics are crude—crudely drawn, in the rawest of line cuts, printed in blatant, garish and lurid colors—the sort of drawing that the neolithic man might have scratched with a pointed stick on the wall of a cold and draughty cave, daubing the outlines with the primitive colors at his command. Yet if you are drawn to perusing these works of art (?), it is a sign of poor taste, rather than viciousness.

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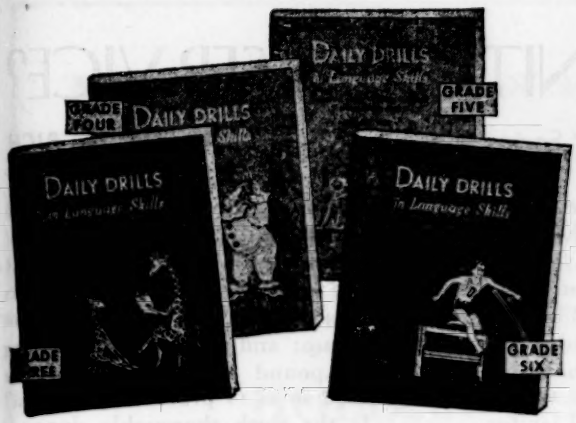
The comic book, according to the prosecutor, "removes the reader from the land of reality to the land of wish-fulfillment." Isn't that the goal of most escape-literature? To be sure, certain of the most popular characters—Superman, Captain Midnight, Tarzan of the Apes, are absurdly unreal. They possess more than mortal powers. There is no conflict, no obstacle, which all literary canons lay down as the first essential of a *story*. Every episode is a pushover for the hero. No ordinary human being can hope to pit himself successfully against the superhuman powers of the character who is "faster than a speeding bullet! Able to leap over tall buildings with a single bound!" The antagonist is hope-



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lessly beaten from the start. There is no question about the ultimate outcome.

But are we to assume that the half-grown youngster really believes that such abnormal powers are possible? No, he goes through the stage of living and moving in a world of imagination, of day-dreaming which is the natural procedure and even natural right of every normal boy and girl. He'll grow out of it, all in due time. And does he really believe in the actuality of such talking animals as the Cock that Went to Bremen, or Puss in Boots?

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As to this world of unreality, how do we account for the popularity in supposedly adult fiction of such characters as The Shadow, Dan Fowler, Tarzan or Doc Savage, with their super-mortal characteristics?

We are given in contrast the boys' books of the nineties—Oliver Optic, G. A. Henty, George Manville Fenn, Horatio Alger, Jr. Their heroes "won through adherence to the moral precepts of the ages: honesty, initiative, perseverance, diligence." Most of us of the older generation were brought up on such fare. The boys of the present day would class them as pure "corn." For the most part those characters were synthetic prigs, who were generally too good to be true, and who paraded their virtues in a most irritating fashion. The volumes were generally constructed on a thinly covered skeleton of imparting certain information, historical or otherwise, under the guise of a story. We read them, largely because there wasn't much else available (likewise the girls read the Elsie Dinsmore stories), and we turned avidly, when we had the chance, to such works as Nick Carter, Buffalo Bill and Frank Merriwell, which weren't much better, but in which at least something happened.

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And how about the trend of publishing such books as True Comics, Calling All Girls, and others, which deal with authentic characters and happenings of history in "comic" fashion? An imposing list of educators has sponsored these. The "comic" type of approach can't be entirely bad—or some of our best minds have gone a long way on the wrong road.

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The defense rests its case.

WHAT IS GOOD JANITORIAL SERVICE?

Sixth Article in the "What Are Good Schools?" Series

FRANK M. RICH

THE points that make a good school janitor sound like the description of an archangel. He is industrious, courteous, prompt, strong as an ox and gentle as a pigeon. He can handle anything from a case of freight to a case of epilepsy. Now and then we see a man in the service who seems to exemplify all these ideals of perfection.

During forty-odd years in school work I can count 59 different janitors that I have served with—two more than the Heinz number of varieties. If they could stand in review as I knew them they would range in age from a little girl of 12 to an old man of 90; in industry from the busiest man I knew to the laziest; in cleanliness from one whose boiler could be wiped with a silk handkerchief to one who scattered the whole winter's coal ashes over the basement floor; in piety from the deacon of a church to a regular patron of brothels and speakeasies; and in personal loyalty, from a man who boasted he had brought about the dismissal of a competent superintendent, who had ordered him to relieve the teachers and principal of building oversight during the noon lunch period, to one who stayed in his building all night for weeks, nursing a defective boiler through a number of cold spells, rather than make a protest that might embarrass the officials responsible for its repair.

But various as the individuals may have been, it is only fair to the group to say that they have been above the average in personal habits, natural refinement and desire to give satisfaction, and were always as good or better than the appointive system under which they were elected and continued in office. It is not the sweetest job in the world to be a hired man for a bevy of careless youngsters; and yet for people that enjoy the companionship of the young, who like to plant a good idea, here, and correct a poor tendency there, there is, next to teaching, no better secular calling than that of school janitor.

▼

The modern school building is a community center, in use after school hours, Saturdays, Sundays and vacations. The janitor is responsible for operating and servicing a plant worth hundreds of thousands of dollars. He can easily waste or save the amount of his salary. The janitor is custodian also of traffic, fire hazards, heating, sanitation, ventilation, air moisture, dust dangers, infection and disinfection. Outside the classrooms he is as much a teacher as anybody.

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Some score cards start with appointment, tenure, education, experience, etc., but there is no point in rating theoretical aptitudes, when work actually delivered is sufficient evidence of merit. If a man has found out, somehow, that it is better to start at the bottom and work up in cleaning walls and woodwork; that flushing is a poor way to clean toilets; that muriatic acid will remove rust stains from porcelain; that ammonia spoils putty and blackens woodwork; that kerosene rots slate; and so on with several hundred pieces of specialized knowledge and puts them in practice, nobody need be concerned whether he got his information by reading, by apprenticeship or by hearsay.

The interested visitor looks around and makes a few inquiries. Is the allotment of work per man reasonable and economical; i.e., 16,000 sq. ft. of floor area and 80,000 sq. ft. of lawn or playground; or 250 pupils per man? Are all floors, corridors, and stairs swept daily when rooms are not in use; and is floor oil, sweeping compound or floor preservative used so as to prevent flying dust? Is the work thoroughly done, as measured by space left untouched around desk-legs, radiators, corners, etc.; dust raised by stamping on floor; surface stain on floors; injury to furniture and woodwork due to carelessness?

▼

Do workmen use janitor's belt, with putty knife for removing gum, etc., pliers and screwdriver for tightening loose bolts and screws wherever found?

Are desks, tables, chairs, sills, etc., dusted daily; woodwork and radiators, weekly; and walls, pictures, shades and hangings, three times a year? Are preserved floors mopped with floor cleaner, and oiled floors mopped and oiled three times a year, and other unoiled floors twice a week?

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Is all woodwork free from black, greasy spots, especially where pupils' hands contact? Do workmen know how to clean woodwork and furniture? Do they understand the efficient use of tools and cleansing agents; i.e., cloth for washing, chamois for drying (no flushing), window platform or straps; water with a little kerosene and twice as much alcohol (combined at 95°)?

Are all toilet bowls, seats, urinals and floors cleansed daily, and all parts thoroughly scrubbed weekly? (Oftener if not well aired and lighted). Are all parts free from odor, both as regards toilet odors and the smell of disinfectants and deodorants? Do work-

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men understand the different uses and purposes of the various agents and appliances, as oxalic acid, muriatic acid, tripoli powder, wood alcohol, gasoline, kerosene, hopper brush, sanitary brush, and force cup, all of which are important in the proper handling of the various toilet problems?

▼

Is all metal and porcelain free from rust, tarnish, finger and kick-marks; basements free from dirt, old clothes, broken furniture, etc.; carpets, mats and curtains clean; umbrella trays free from dust and litter; waste baskets scrubbed; gum, ink, chalk and pencil marks removed and shavings and garbage taken away?

Is attention given to high-pressure boilers every five or ten minutes; fuel added efficiently without smoke and with good fire bed, having no air holes at sides or elsewhere? Are ashes removed without dust? (Placing can before open furnace door and shovelling dampened ashes into it). Are frequent inspections made of all rooms to insure proper temperature (65 to 70°)? Are boiler flues cleaned daily; breeching, flues, stack, hot water tanks, catch basins, receiving tanks, etc. cleaned yearly and metal parts painted?

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Are all motors oiled and inspected regularly? Can and do janitors replace window cord, window panes, grates, plugs, diaphragms, washers, traps, etc.; pack cylinder heads, plungers, valves, cocks, etc.; clean drains, catch basins, etc.; repair door checks, auditorium seats, desks, chairs, pencil sharpeners, leaks in boiler settings; paint steps, platforms, pipes, fences, etc.; oil locks, hinges, casters; measure and check supplies; take inventories; report meter readings, fuel, repairs, etc.; care for lawns, flowers and shrubbery; police grounds and buildings; set clocks, ring bells, inspect fire apparatus, care for the flag, replenish toilet-room supplies; adjust seats, move furniture, carry out empty cases of milk, clean up after sick children, operate picture machines; mix modelling clay, adjust window shades after school, assist at fire and air-raid drills, and plenty more?

A complete inventory of the janitor's work is difficult if not impossible to make. Ask him to show you in detail some of the ways he has effected a lion's share of conservation during the present emergency by refinishing furniture, patching upholstery, tinkering victrolas, or what-not in his "spare" time. It can be seen that the lowly janitor's job is a real trade, an important and valuable service; so much so that opposite the front door in School No. 2 we have set up a bronze tablet to honor a janitor who for many years in this school performed all these services to perfection. It is a man-sized assignment and should be so regarded by the community.

FRONT LINE STUDENTS

The author is a British newspaper man formerly connected with the London Star.

FRANK C. TOLE

ONLY twenty-two miles from Germany's western defences stands Dover, one of Britain's front line towns; a town whose people hear not only air raid warnings, but shell-fire warnings as well. It is even more than that: it is symbolic of a spirit the Germans could not subdue, a life that goes on in a cultural as well as a material sense although bombs may fall or a German shell may suddenly drop from the blue sky to kill people walking in the main street.

The life of a gallant town goes on under shelter of its ancient castle, still a garrison for soldiers as it has been for hundreds of years. Dover Castle looks across the waters to where Napoleon once waited to invade Britain, and Hitler, equally vainly, waited with the same ambition.

Under the white cliffs of Dover are tunnels where people used to shelter during a bombardment; yet after three years of that sort of thing the difficulty is now to persuade Dover people to take cover—they prefer to get on with the shopping. But Dover's story is not only of an indomitable and unyielding spirit; it is also the story of an educational experiment which has become significant in Britain's war-time culture. This is a soldiers' university; a place where men and women go after duty to develop their minds by study. Here they learn languages, mathematics, economics and other subjects so as to be better equipped not only for war-time tasks but also for peacetime jobs.

The idea belongs to Warrant Officer John Pashley, of Britain's Army Educational Corps. He knew that plenty of men in the garrison and others serving in Britain's citizen army were anxious to continue studies that had been interrupted by the war. But the problem was twofold: to find a place to study in, and to find instructors. When the army authorities became interested in the scheme the first problem was soon solved. An unoccupied forty-room building was obtained, its raid scars were eliminated and equipment, including furniture, and a canteen supplied.

The second problem was more difficult and still is. After the instructor had been found to teach a certain subject, he might soon be moved to another town. A gunner with a science degree might be on sentry turn on the night he was expected to take a class. For the instructors themselves were soldiers. Britain had not enough spare manpower to make service education a full time job. Everything was done voluntarily in the instructors' free time.

Still the instructional standard was and is high; all teachers have honours degrees and some have been college instructors. Others were formerly school teachers, journalists and persons holding professional posts.

The soldiers' university began instructing not only men and women of the Army, Navy and Air Force, but also police and Civil Defence workers. In fact any member of the United Nations Forces in Dover is made welcome.

What about the syllabus? Courses are arranged to suit men and women who may only be stationed in Dover for a few months. A thousand men and women were asked what subject most interested them before the first syllabus was drawn up. This in itself was an interesting experiment. This consensus showed clearly that the emphasis must be on the practical and the utilitarian instead of the purely academic or theoretical. It was decided that courses should be short and intensive in view of the constant changes of men and units, and that manual work should be given as much prominence as mental work.

Soldiers, of course, have lectures as part of military duty, but this Dover scheme is an entirely separate and personal scheme. A man studies or takes a handicraft course in his free time, and it is conducted as informally as possible. Men of different ranks sit side by side. A private may be instructor to a regimental sergeant-major. To show the emphasis on practical work here is a typical list for the week:

MONDAY: Play readings, radio, woodwork, shorthand, motor engineering, French.

TUESDAY: Discussion group, current affairs, woodwork, metalwork (two classes), economics, Russian, French.

WEDNESDAY: Drama group, metalwork, electricity, automobile engineering, German.

THURSDAY: Woodwork, music group, radio, automobile engineering.

FRIDAY: Study group, bookkeeping, mathematics, sketching.

The syllabus, of course, is varied as the demand for different subjects changes. Every Saturday a conference of instructors is held. In a special room an army welfare expert or a legal expert answers Servicemen's questions. If men have personal problems there is another room where an army chaplain will see them and try to get things straight. Quiet rooms for study are also provided.

Various rooms have been given a special character by their occupants. The art room is lined with portraits in crayon by soldiers. World maps cover the walls of the discussion group room. The woodworking room has the sweet smell of newly-cut timber. The drama group is enthusiastic and a competition is now going on for the best one-act plays. A full three-act play is in production.

What do the discussion groups talk about? The favorite subject is post-war planning. Soldiers say what sort of a world they want to see and what sort of a Britain they want to help build. The Beveridge Report on Social Security is prominent in these talks which cover a wide range.

An important aim of this centre is to be international in the fullest sense. Britain's troops are anxious to know what men from other lands think. Furthermore, it is part of the plan to provide special facilities for troops from overseas; for example, to conduct them on tours of local coal mines, factories and historic buildings, and help them learn more about Britain. In language classes, particularly, the shortage of instructors has been felt, but with cooperation of a few people in the town who have a knowledge of languages, this problem has been overcome.

The drama group is run by a keen sergeant-major formerly a producer, and the sketching class is supervised by a gunner who finds many of his pupils were commercial artists who want to keep in practice during their service days.

To the bookkeeping classes come girls of the Auxiliary Territorial Service anxious to increase their proficiency for the time when they go back to office desks.

So popular is this educational idea among troops at Dover that an adjoining building has been taken to accommodate the increasing number of classes. Thus from the original germ of Warrant Of-

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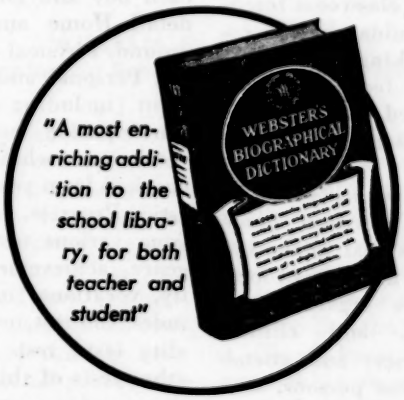

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ficer Pashley's idea has grown up a popular social experiment. Some people said that a university for soldiers was too ambitious, but the Servicemen have proved them to be wrong. The university is their own, and they are proud of it. Those who believed there was enough talent and enthusiasm among the Forces to make a soldiers' university a success have seen their hopes justified.

The life of a town goes on while the shells fall. The culture of a nation goes on while it is fighting the men who burned the books in the streets of Berlin. The Nazis tore down the inscription at the entrance to Heidelberg University which read: "To the living spirit" and substituted the words: "To the German spirit."

But the "Living Spirit" is never quenched.

A SCHOOL LOOKS AT ITS GUIDANCE PROGRAM

THELMA I. CORBETT
W. E. ANDERSON
Dunbar High School
Okmulgee, Oklahoma

At Dunbar High School, all guidance effort is directed toward more effective student self-direction. The department of guidance has assumed the responsibility for assisting pupils in all phases of personal adjustment and its function includes educational, vocational, social, and recreational guidance.

Who take part in the guidance program?

Beginning with the pupil, toward whom all efforts are directed, one finds that his closest contact is with his home-room teacher, who serves as an individual counselor. Next is the classroom teacher who regards guidance as a cooperative undertaking and responsibility, and who feels that guidance, when needed, is just as essential as the presentation of subject matter.

Another group, which serves as an intermediary between home and school, comes next in the setup. This group is made up of local and civic welfare organizations; medical, dental, and clinical workers and nurses; and attendance officers. These persons, with the class advisers, club advisers, curriculum advisers, and school librarian, are classed as special assistants to the guidance program. They are an indispensable part of the program and without them the guidance committee could not function effectively.

With the principal at the head, the guidance staff consists of the dean of boys, the dean of girls, and the director of guidance activities. There is also a faculty guidance committee. This enables each faculty member to play his part at all times.

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Records?

Yes. The guidance committee feels that basic, comprehensive information about all pupils is essential to an effective guidance program. Therefore, it has permanent, cumulative records for each boy and girl, which give in detail Home and Family Background, Physical and Medical Status, Personal and Social Development (including a record of pupil participation in extra-curricular activities, which is carefully checked from year to year), Scholastic Progress, and information from various tests—group intelligence, achievement, reading ability, vocational interests and aptitudes, interest inventories, personality tests, tests of attitude, and other tests of this nature.

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Group Meetings?

Yes. To further implement last year's guidance program, Dunbar has added to its individual counseling, regularly scheduled meetings of the boys and girls with their respective deans. Topics discussed at these meetings are always suggested by the students, unless there is a need for discussing certain specific problems. The guidance committee was quite interested in the types of questions submitted (in sealed envelopes and without signatures) by the boys and girls. The students were primarily interested in boy and girl relationships, modern manners, and how to get along with people. These topics were very much like the ones suggested by the faculty guidance committee, to be used whenever student questions were exhausted. These group meetings have proved quite valuable, as the interchange of ideas allowed in such meetings allows the boys and girls opportunity for personal expression and interchange of opinions.

▼

Does the guidance program reach into the community? Does it bring the school and home closer together?

Yes. The cooperation which the committee has received from parents, with whom it has had interviews concerning their sons and daughters, enables the committee and the guidance staff to bring home and school into the necessary collaboration. Visits are made to the homes of pupils, and from time to time special reports are sent to parents. The fact that

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WILLIAM H. JOHNSON, *Superintendent, Chicago Public Schools*
MARK GODMAN, *Director of Supervision, Kentucky State Dept. of Education*
EDNA COTNER, *High School Teacher of English*

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parents contact the school, on receiving such reports, assures the guidance staff of their interest and support.

Student self-direction?

The answer at Dunbar is an active Student Council. In this organization, students are led to realize that Dunbar is their school, and that through their representatives from home-rooms and from extra-curricular activities, their policies go into effect in the school's program.

Result?

The well-integrated boy or girl this year must prepare to take his place in a war-torn world. He must have self-confidence, initiative, and a knowledge of human relations. The guidance program at Dunbar High School has as its slogan, "Every student, a well-integrated personality."

I May Be Right— I May Be Wrong

WILLIAM C. McGINNIS
Superintendent of Schools, Perth Amboy, New Jersey

Something About Teachers

At the trial in Alice in Wonderland the king remarked about a piece of evidence, "If there's no meaning in it that saves a world of trouble, you know, as we needn't try to find any." Sometimes we school teachers in considering something that is contrary to our traditional procedures see no meaning in evidence we don't like and thus save ourselves a world of trouble by not trying to find any.

Students of philosophy of education are familiar with the term *mind set*. Mind set represents the mental attitude of one who has taken a position regarding some question and has closed his mind to any evidence on the other side. We all know teachers who have mind set attitudes on many questions. That is their type of philosophy, and their psychology is a negative psychology but they don't realize that these things are so. We all know teachers who can count their years in decades instead of one by one and who have taught a quarter of a century and still continue to grow professionally. They possess an open mind on most problems. They expect to find new things in school work, new and better ways of doing things, while the mind set people rely on what they learned in the

first few years of their teaching.

All good teachers (and they are a majority of all teachers) do look for the meaning in any bit of evidence presented to them, and, better than that, in many cases they do not wait to have evidence presented to them. They look for evidence and information regarding current educational problems and concerning current improvements in educational procedure.

School work whether performed by teachers, principals, supervisors, heads of departments, clerks, janitors, or superintendents can be routinized and done according to a set pattern. Under such procedure the work is *easily done* but it is not *well done* if by "well done" we mean done so as to produce the best educational outcome for the pupils.

A good teacher knows that his tomorrow's teaching experience may be different from any teaching experience he has ever had before and that it may be better in its accomplishments than any he has had before. A good teacher understands that it is important that he have a high degree of mastery of the subject matter he teaches, and he knows that it is equally important that he know his pupils. A good teacher recognizes the importance of knowing current practice in progressive schools and how it differs from the practice in traditional schools. He or she knows that there is nothing inherently wrong in tradition and that many of the fine things in American education are traditional just as some of them are new.

A good teacher reads several educational magazines regularly and reads at least a few professional books every year. A good teacher knows something about the scientific method and something about philosophy and psychology in education. A good teacher is neither ultra conservative nor ultra progressive. He or she neither accepts nor condemns the new just because it is new, nor the old because it is old. The good teacher is willing on occasion to accept some things on faith for "Faith is the substance of things hoped for, the evidence of things not seen."

STRESSING CLEAR SPEECH

CYRIL C. O'BRIEN
Principal, St. Mary's Boys' Public School
Halifax, Nova Scotia

THERE is a reluctance upon the part of many pupils to answer the teacher's questions in a clear and definite manner. Hesitancy, mumbling and inarticulate pronunciation sometimes characterize a well-ordered and otherwise well-conducted school room. There is consolation in the fact, however, that the teacher can not only remedy such a situation, but also develop in the pupils a sense of poise and confidence in addition to a good command of oral English.

Who has not witnessed perhaps many times in a teaching career, a pupil standing up to answer a question—or rather half standing and half sitting, while attempting to deliver a "yes" or "no" reply with both hands on the desk supporting the body? This particular posture may be the exception, yet even where pupils stand in the aisle, flaws can be frequently detected in the standing position. This has a direct effect upon the words that are uttered and the manner in which they are spoken. If anyone doubt the pertinency of this statement, let the person lean slightly forward, place the weight of the body upon one leg or assume any poor posture and attempt to speak well. By standing straight and bracing the legs slightly, there is automatically engendered a feeling of assurance. In this position, if the pupil breathes slowly, he will probably speak clearly.

The one-word answer to a teacher's question is prevalent even in high school classes. At times the one word is expanded to two words. It is so easy to encourage pupils to speak in sentences. Even very dull boys and girls can be taught to reply in simple sentences. Such teaching should be followed by frequent checking. In other words, pupils should be trained from the earliest possible years to speak in sentences. This habit once developed will become part and parcel of the student's personality and will be of invaluable assistance throughout the entire school career, carrying over into life situations.

The all too common spectacle of hearing adults rising at meetings attempting to put a few words together and doing it badly—is pathetic. This is attributable in some measure at least to a lack of training at school. A teacher should not accept an answer indifferent in execution even though it is factually correct. Can it be that oral English and oral reading are somewhat neglected today in view of the strong stress placed upon silent reading? Perhaps it is too soon to generalize from our present day product, but it seems from observation that there are many who require assistance in the pursuit of this important phase of education.

The groundwork of all efforts in oral English is the simple sentence. If a pupil can be taught to say aloud one simple sentence, he obviously can be taught to utter two sentences unless there be some special mental or physiological defect. The insertion of an "and" or a "but" between two simple sentences produces a compound sentence. The synthesis of complex sentences is generally a mat-

ter of sufficient practice. A series of sentences can make a paragraph. If care be taken to emphasize unity in such a paragraph, one fundamental principle of English is satisfied. If the teacher can accustom the pupil to constructing simple sentences and always answering in simple sentences, an important progressive step towards the accomplishment of one main objective in oral English will have been made.

Whatever views one may have upon the teaching of formal grammar at certain levels of the educational ladder, correctly spoken English is an asset in the majority of circumstances. Nearly all have to speak in order to express themselves. Those who do it simply, clearly and effectively, have a decided advantage over those who neglect the fundamental aspects of the spoken word. Teachers can work wonders with articulate language by the expedient of insisting upon pupils' answering questions in simple sentences that are properly expressed.

Speaking of School

RANDALL R. PENHALE
Principal, Iron River (Mich.) High School

Another Argument for Guidance

Ever since the family unit roamed the plains and valleys in search of food and shelter, tradition has had it that children shall show the father and mother the courtesy which their station in life deserves. To a lesser extent this same regard has been demonstrated by the younger generation to those outside the immediate family circle. The local doctor, lawyer, school teacher are typical examples of community folk to whom all "looked up."

School authorities as well as teachers generally have observed a definite change in this regard. In fact, the tendency today is almost a right-about-face from what was experienced a score of years ago. There were exceptions then as now, but respect by youth for age, achievement, position, in 1944 has all but disappeared. A physician who has served his community well and in all probability has brought into the world the very youth who now only know or speak of him by his last name, receives no greater respect from them than a boy of their own age.

In an address by Dr. Frank F. Tallman (1) this past spring, he declared that "children should have an opportunity to become independent as quickly as they are able, but we should be equally insistent that they respect the rights, the opinions, and most of all, the feelings of others." Here, I believe, is the point at which educators can make a frontal attack: human beings regardless of their station in life have feelings. When society was simpler, schools succeeded in inculcating into the human organism the need for respecting other people's rights—private property, choice of a church, marriage. America is known the world over for its toleration of the opinions, beliefs, and creeds of those who choose to come to these shores. The weakness lies in our respect for the other fellow's feelings. Courtesy has given place to a philosophy of life which seems to say, "Every man for himself. The devil take the hindmost." Time was when more of us believed with Emerson that "life is not so short but that there is always time enough for courtesy." Innumerable conferences this writer has had with high school students and college freshmen, good pupils by every other yardstick, prove beyond a measure of doubt that modern youth

(1) *Guidance as a Psychiatrist Sees It*—State Board of Control for Vocational Education, Lansing, Mich., 3/13/43.

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have sloughed along in adolescence without much help from parents. Now the two-edged sword is cutting in the wrong direction—towards the utter disregard for the feelings of not only parents but all who by accident of birth happen to be older than they.

With the coming of "modernism" in all departments of living, the school increasingly finds itself a receptacle for the unsolved difficulties of youth. The time has arrived as never before for youth guidance. Its value supersedes subject matter. Youth themselves need help!

The crying need today is for mature men and women to pay attention to youth. Some would have youth forage for themselves, let them learn by experience. The results speak louder than words. Even the odious phrase—juvenile delinquency—is on our lips again as was true during the last war. The answer is not hypercriticism of youth but faith in boys and girls!

Interviews are fraught with the greatest potentialities. A boy needs someone to whom he can go as a friend, one sympathetically interested in his problems. Exemplary citizenship is so much a matter of right attitude that constant contact with the pupil is a necessity. Dr. Tallman urges us to remember that "as accessory parents, teachers can undo a great deal that an unfortunate home has wrought. They can at least give the child several hours a day of security and many precious moments of acceptance and emotional understanding."

Post-war schools will find guidance programs a necessity. They are limited today to wealthier school districts which can without sacrifice provide full time, psychiatrically trained counselors. The tragedy is that other boys and girls through no fault of their own find themselves in communities which do not have these advantages. To pensive an adjunct to a commun- say that such a service is too exity's educational plant is only an excuse for failure to provide young people with the most helpful source of inspiration and personal understanding. Inherently boys and girls are and want to be self-respecting citizens. They desire the approval of others. All they need is help from those who have been through the mill.

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

Teaching Is a Privilege

The destiny of our country, of the world, is in the hands of teachers—theirs is the opportunity to mold and temper each element, each child that enters into the great social structure. Their job is impelling—it should be a pleasure to think about it when off duty—it should be a pleasure to arrive on the scene of action early in the morning and to remain after time to go home in the afternoon. Teaching is not a job or a task—it is an art—and an artist thinks in terms of his subject and not in terms of hours or the difficulty of the work. True teaching is spiritual—and a true teacher, the foremost of saints.

To create a liking on the part of children for school, to maintain the respect of parents, the teacher must understand children and act in the light of that understanding. Most problems in discipline are due to careless procedure. A child is human the same as the teacher is—and that means he should not be cuffed around intellectually or physically, either, because the law compels him to come to school. Classroom procedure should be of such a type that the child will cry when he has to miss school rather than when he has to go, that he will lie in order to go to school rather than to stay at home.

It is important that the teacher be broad, versatile and resourceful—the child expects all this of him and in its absence, begins to doubt, question and ridicule. Last year in one of the secondary English classes a child asked the teacher how he liked *The Human Comedy*. Immediately he blurted out "Never heard of it." The children said nothing but their stares seemed to say "Gee, brother, it's time to wake up."

A few days ago I tuned in a radio orator who was trying to make clear how ignorant a certain group was. He reached his climax saying: "They are as naive as school teachers." Is that what people think of us? No—not all of them—but we had better mark this: It's not enough to know what is in the books. What is going on around us is just as important if not as classical. Education is education only when what is in the books is hooked onto what takes place in the street.

In Praise of Talking

It is stimulating to talk according to your talents and why not do so if the Lord is willing? Talking exercises the chords and gives the lungs a workout. It also provides excuses for trips on the train and meals at the Parker House. The big-talker can say, "Caesar did it," and the small-talker can say, "So did his ghost." The big-talker has his name in WHO's WHO and acquires laryngitis. The small-talker has his name in the telephone book and has all the fun.

—Raymond E. Manchester.

The News Digest

OF EDUCATION IN ACTION

Lack of Teachers Threat to Future

CINCINNATI — Teachers' colleges throughout the country have lost nearly 60 per cent of their normal pre-war enrollment, dropping from 175,000 students in 1940-1941 to a total of 72,000 for the current school year. Educators are concerned at the possible teacher shortage that will occur as a result of the growing lack of adequately trained teachers.

In a survey conducted by President Raymond Walters of the University of Cincinnati it was found that during the last two years 68,000 teachers left their schools for military service. Another 62,000 entered war industries or other non-teaching employment. Over the two-year period from 1942-44 approximately 130,000 out of 882,000 teachers left the classroom.

This wartime depletion in teaching ranks is serious, Dr. Walter warned, because it means crippling of staffs and in some parts of the country closing of departments. As most of the teachers leaving are men, it means increased feminization in public school instruction. Women already constitute nearly 80 per cent of the teaching personnel in public schools.

Since many of the departing men teachers will not return to school after the war, the current attendance of students preparing to become teachers is "alarmingly low," Dr. Walters said. A sampling of the decreases in leading schools of education made in Dr. Walter's survey disclosed losses ranging all the way to 75 to 80 per cent.

Larger Fund Asked For School Feeding

WASHINGTON—A bill to authorize an appropriation of $80,000,000 for the country-wide school luncheon and milk program for the next fiscal year and thereafter, instead of $50,000,000 as now provided, was introduced by Senator Robert F. Wagner, Democrat, of New York, at the request of the Board of Education of the City of New York and the Joint Committee of Teachers Organizations.

Senator Wagner's office stated that the Senator was convinced that the extra money was needed for an adequate program which would include not only distribution of food and milk, but also development of community and school canning and gardening projects.

New York State Sets Up School of Industrial Relations

ALBANY, N.Y.—Establishment of a State-supported and controlled School of Industrial and Labor Relations at Cornell University has been agreed upon, it was disclosed recently. The institution will be the first of its kind in the country and will have for its declared purposes a better understanding of industrial and labor relations and a better and more responsible labor and industrial leadership.

The responsibility for starting the plan lies with Irving M. Ives and William E. Groat, Jr., chairman and counsel of the legislative Committee on Industrial and Labor Conditions, better known as the Ives Committee. Originally conceived by Mr. Groat, the Ives committee recommended the move in two annual reports. The plan won the support of Governor Dewey, of President Day of Cornell and of the heads of the State Department of Education and the Board of Regents in a series of conferences. Labor and industry representatives approved the idea unofficially some time ago.

Because of war-time conditions, which would make it difficult to obtain a faculty of experienced and nonprejudiced instructors and professors, the school will not be started for at least another year. In the meantime, the State, by act of the Legislature, would formally establish the school and set up a temporary board of trustees, with an appropriation of $10,000, with instructions to report back to the Legislature and the Governor next year with a complete organizational structure for the school.

As a token of the intention to keep the school from being dominated either by labor or by capital, the temporary board of trustees to be set up under the bill calls for equal representation of both.

Aid For Veterans Offered By Colleges

PHILADELPHIA—American colleges and universities are preparing guidance and counseling services for the veterans who are now returning, and for the many thousands who may want to enter the classrooms when the war ends. New York University and the University of Pennsylvania announced specific plans to aid the war veteran.

A Veterans Counseling Service, to assist returned service men to plan educational programs which will take full advantage of their military or naval occupations, has been established at New York University. Centered in the office of the registrar, the service has prepared an extensive chart to show the relation of service occupations to civilian occupations in the

Pupils Prefer Work in Which They Can Be Boss

NEW YORK—Occupations which offer freedom of action and in which advancement depends on one's individual capacity and energy are the choice of the majority of high school students in the United States, according to a career survey by the Institute of Student Opinion, representing 1,320 high school newspapers.

Sixty per cent of the boys and 58 per cent of the girls in the poll chose independent occupations in preference to working for some one else. Among the boys, 26.2 per cent chose owning or managing their own businesses, 21.7 per cent preferred professional and 12.1 per cent indicated farming as their choice. A cross-tabulation, based on 1940 rural-urban population percentages, revealed that 32 per cent of the boys living in rural areas chose farming, 24 per cent owning or managing their own businesses and 14 per cent professions.

Girls showed strong preference for professional careers, with a 45 per cent vote in this category. Eleven per cent of the girls said they wanted to own and manage their own businesses and 2 per cent chose farming.

The poll question sought the students' career choices on the condition that they could "obtain the same income at the start" in any classification.

Among the dependent occupations listed, working for a large business or industry was designated by 16.9 per cent of the boys and 19 per cent of the girls; government or public service, 16.6 per cent of the boys and 13 per cent of the girls; working for a small business or industry, 6.5 per cent of the boys and 10 per cent of the girls.

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professions, business, industry and teaching for which college training is either required or desirable.

At the University of Pennsylvania plans have been inaugurated for a University of Pennsylvania Personnel Index through which alumni now in the armed forces will be assisted in obtaining employment after the war. The new index is expected to function as a long-term post-war placement project for Pennsylvania alumni generally. The university is to receive the cooperation of the War Department, the National Roster of Scientific Personnel and the War Manpower Commission.

Would Curb Exodus Of High School Students

BOSTON—Plans to halt wholesale recruiting of high school students for war work without careful consideration of their qualifications or the need of individual pupils to continue their studies were laid before local school authorities in Massachusetts by the State Department of Education.

The program encourages part-time work in war plants, but arranges for advice and supervision for the pupil, steers him into the job for which he is best suited, and watches his progress carefully.

Mailed to all superintendents of schools and the principal of every high school in the Commonwealth, the program is called "Guidance and Placement in the Administration and Operation of a Part-Time High School Work Program," It was devised by the Massachusetts board for the promotion of opportunities for young people, and has already met successful tests in several communities.

No high school is compelled to adopt it. It goes out merely as a recommendation from Warren E. Benson, Supervisor of Guidance and Placement in the Department of Education.

Sees Regimentation As School Peril

NEW YORK—Current proposals for the Federal support of education, of students and of scientific research and libraries offer a danger of the post-war regimentation of American colleges, Dr. Walter A. Jessup, president of the Carnegie Foundation for the Advancement of Teaching, declared in the thirty-eighth annual report of the foundation.

"At the moment, proposals for Federal support of education, elementary, secondary, and higher; Federal support of students, secondary and collegiate; Federal support of scientific research and libraries—all are now receiving considerable acclaim," Dr. Jessup wrote.

"There is perhaps an even chance, or better, that these proposals will find much favor in a nation regimented for war. Whether for the human spirit the gain in added efficiency and simplified economy will outweigh the loss in individual initiative and freedom to make mistakes, only time can tell."

Teachers' Colleges Study Health Teaching

PHILADELPHIA—School leaders of the future may teach their pupils the ABC's of proper diet, housing and clothing along with the three R's, as the result of a two-year study, now under way, by the American Association of Teachers Colleges. Eight member colleges in various parts of the country have been commissioned by the association to examine current experiments in such teaching and to try out similar projects in their own laboratory schools.

They are to discover whether by centering reading lessons and activity programs around better ways of living it is possible to help pupils and their families improve home conditions. If these experiments prove promising, they may point the way to a new program of instruction in teacher-training institutions. This would mean, in effect, a new philosophy of school responsibility for community betterment pervading teacher preparation.

Five of the eight colleges assigned to the task have been working on it for the past year.

Fund Provides for Study In Scandinavia—Later

NEW YORK—Mr. and Mrs. Hans Christian Sonne of Tuxedo Park, N. Y., have given $25,000 to the American-Scandinavian Foundation, to establish a fellowship fund for American graduate students who wish to study in Denmark or Norway.

The foundation was incorporated in 1911 to advance educational relations between the United States and the Scandinavian countries. Henry Goddard Leach, its president, said plans were being made for an increased interchange of students with Denmark, Iceland, Norway and Sweden after the war.

Women Save College Debating

MILWAUKEE, WIS.—College debating has managed to keep going after a fashion, though almost an extra-curricular war casualty. An important factor in its survival has been increased participation by women students. On the other hand, if the four active societies of Phillips Exeter Academy are typical scholastic debating has been stimulated.

Each year a committee of Teachers of Speech recommends a subject for college debate. The question chosen for the current season is, "Resolved: That the United States should co-operate in establishing and maintaining an international police force upon the defeat of the Axis." Hugo E. Hellman of Marquette University, chairman of the committee, is a vice-president of Delta Sigma Rho, national honorary forensic society.

Women are taking the places formerly pre-empted by men. An indication of the oratorical activity of women is furnished by the 1943 election to Delta Sigma Rho. Of the 206 new members chosen, sixty, or 29 per cent, were women.

Ambulance Men High in Education

WITH THE AMERICAN FIELD SERVICE IN ITALY—Of all the Americans scattered over the world's fighting fronts today, and this also might apply in any army, the ambulance drivers of the American Field Service probably form the best educated of any military organization. More than 80 per cent have been graduated from or attended college, according to a rough survey of almost 900 Americans who have served with the British since July, 1940, and with the French before then. More than 95 per cent of these have had high or preparatory school education.

Of the 865 American volunteers who arrived in the Middle East before last April and drivers who served with the French Army until the fall of France, 691 received degrees or studied at American, English or continental colleges or universities.

State-wide Tests Show Student Skills

URBANA, ILL.—Approximately 33,600 juniors and seniors in 398 Illinois high schools in all parts of the State will participate in one of the nation's outstanding aptitude-testing programs. The tests are provided and graded by the University of Illinois High School Testing Bureau, which utilizes automatic machinery in the university's tabulating office to grade the papers and indicate pertinent data at a minimum cost to the schools.

Because the scores are based on thousands of individuals throughout the State, the test indications are considered by authorities to be very reliable.

The tests provide a scientific basis for counseling students on plans for a future education and life work. Interpretation of the data is done entirely by the schools.

Sub-Freshmen Will Be Admitted

NORTHFIELD, VT.—Faced with departure of 600 students as a result of the War Department's decision to discontinue aviation training in seventy colleges, Norwich University has announced plans for the admission next July of boys who have not yet finished high school and desire to complete their secondary education under colleges auspices. At the same time a new class of college freshmen below draft age will be admitted.

Regular courses in liberal arts and engineering, discontinued at Norwich to place all facilitiies at the disposal of the Army, will be restored next fall for the benefit of former students discharged from military service. Courses of study for the new sub-freshmen will lead to admission to Norwich or any other college in either a technical or liberal arts course.

Nine Schools in Vocational Institute

MIAMI, FLA.—The Vocational Education Building, housing nine schools, was dedicated recently as the largest vocational-training institution in the South.

Begun during the Florida real-estate boom in 1925 as the Roosevelt Hotel, work on the 15-story building stopped when it backers lost their funds in the subsequent slump. It stood unfinished for many years until the Dade County Board of Public Instruction bought it in 1941, began completing it, and in 1942 started moving in its vocational-training program from a regular school building across the street.

BOSTON UNIVERSITY SUMMER TERM

Intersession May 23—July 1 **1944** Summer Session July 5—August 12

Teachers and school administrators may plan programs in

Administration and Supervision	Health and Physical Education
Elementary Education	Psychology and Methods
Secondary Education	Nursing Education
Commercial Education	Remedial Reading
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Beginning Program for High School Seniors starts May 23.

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The first 10 floors now house the nine separate vocational training schools, all administered by the county school board, although state and Federal programs and funds are backing some of them.

Students Dig Mine Under Campus

SALT LAKE CITY—Mining engineer students at the University of Utah "go underground" without ever leaving the campus.

Believed to be the only on-campus mine in the nation, the college mine is complete in every detail—except for the ore. In the full-scale tunnels, students learn to excavate and to timber shafts and drifts. In one blind tunnel at the north end of the mine, students drive their way forward, loading the excavated rocks and soil on a mine car and wheeling it down the rails to a hillside exit. They solve ventilation problems with a blower which can accurately control the flow of air throughout the two levels of the campus mine.

The quarter-mile of tunnels were built under the supervision of a veteran miner so that Utah students would have more than a mere "book knowledge" of mining. They learn—by practice—how to map out ore deposits, excavate and timber, ventilate and shore a mine.

Education Will Share New Radio Channels

WASHINGTON—A pamphlet issued by the Office of Education, "F-M for Education" introduces to the public the post-war possibilities in radio of the frequency modulation channels reserved for education.

State-wide and regional plans, by which radio will be used to conduct classes at school and teach adults in the home, already are well advanced, according to William B. Boutwell of the Office of Education. New York not only is starting such plans on a State-wide basis, but also is cooperating with seven other seaboard States to prevent channel conflicts, Mr. Boutwell said.

An F-M system at Station WBOE in Cleveland, its call letters meaning Board of Education, illustrates in the pamphlet the varied functions and services of F-M.

Among subjects taught by radio in Cleveland's class rooms are high school French and German, home safety, rhythms and rote songs for grade schools, and first aid, Mr. Boutwell said. The pupils also hear travel lectures and book reviews, and put on their own plays.

Students' Interests Studied and Encouraged

NEW YORK—A new program has been adopted by the Evening Session of City College School of Business which will integrate the personal interests of the students with classroom work. The plan utilizes the student's cultural inclination as a means of "revitalizing" classroom activities.

Designed to develop poise and assurance through self-expression while offering "invaluable practice in leadership," the project will concentrate on discovering the interests of individuals in music, art, public speaking, journalism and dramatics.

To aid in the development of the program, new teaching methods, additional responsibility on the part of the student life department and a high degree of cooperation between instructors and counseling officials have been established. The caliber of student performance in college programs should thus be greatly increased, the officials hold.

Boston School System Undergoing Survey

BOSTON—Dr. George D. Strayer of New York City, former professor of education at Teachers' College, Columbia University, and an authority on school administration, began a survey of the Boston school system with the emphatic declaration that the investigation would be "constructive, not hyper-critical."

The survey, for which the city council recently voted an appropriation of $75,000, is under the supervision of the Boston Finance Commission. It must be completed by Dec. 15.

Dr. Strayer, who has been authorized by the commission to employ a staff of paid workers to assist him, announced the names of 13 who already have accepted his invitation to serve, including members of the faculties of Harvard, Yale, Boston College, the University of Minnesota and the University of Pittsburgh, and school officials on leave from posts in Cleveland, Baltimore, Albany, Hartford and Augusta, Me.

Dr. Strayer's contract with the Finance Commission calls for an "all-inclusive survey" of the school system, for the purpose of recommending "improvements or changes in the system making for better education, efficiency and economy."

School Department File Keeps Tabs on Parents

WALTHAM, MASS.—Because an increasing number of Waltham mothers are engaged in war jobs which take them away from home during the day, the Waltham school department has set up a card file to record the whereabouts of the parents of school children.

The decision to establish such a file was made after a number of children had been sent home ill and it was learned there was no one there to care for them. Each pupil's card filled out by his parents, lists the business address of his father and mother and the name of a physician or other persons who can be reached in an emergency.

In a message to parents printed on the back of each card, Supt. of Schools John W. McDevitt explained that the policy of the school in the case of accident or illness is to give emergency care only, and then "to notify the home or to send some one home with the child. Frequently we find no one at home to give the child proper attention."

The information is requested, he said, "in order that the school may conform to the parent's wish in case a child is ill and no one is at home."

Advises Business To Aid Education

CHICAGO—Larger financial support of the American education system by business and industry was urged by Thomas C. Boushall, a banker, of Richmond, Va., and the representative of the United States Chamber of Commerce in an address before the American Association of School Administrators.

Reluctance to pay school taxes, he said, should be replaced by the spirit of seeking an investment. Business and education should concur in the belief that "only with increased appropriations can education improve its

processes of training youth to take its place in business.

"Education is not turning out students who are fitted to move into our complex society and mechanized industry."

More Interest in American History

BLOOMINGTON, IND.—Increased interest in the study of American history is being shown by students in Indiana University's extension centers, according to enrollment figures in American history classes received from the centers at Indianapolis, Fort Wayne, South Bend, East Chicago and Jeffersonville. The number of students studying American history in the centers this semester represents an increase of 27 per cent over last semester, and an upturn of 36 per cent as compared with a year ago. In the Calumet Center at East Chicago, where the proportion of population of foreign extraction is the greatest, the percentage of increase has been the largest, amounting to 46 per cent. Indiana University extension officials attribute the increased interest in the historical development of the United States to the war and to the recent surveys which have shown a lack of knowledge of American history among high school and college students.

Warren Sets School Goal

BOSTON—The problem of helping America's diverse racial and cultural elements to live harmoniously and usefully together is more complex than adjustment of the individual, Dr. Julius E. Warren, Massachusetts commissioner of education, warned the Massachusetts Schoolmasters Club.

Speaking at the University Club on the school as a preserver of cultural heritage, Dr. Warren pointed out that "if schools are to lay claim to being preservers of American culture, they must do more than they have yet been able to do in eliminating suspicion, friction and tension among our people."

The home, church and school are chief moulders of behavior, he said, but "to say the home did it alone is to be unmindful of the great number of homes that are simply dormitories. To say the churches did it alone is to be careless with facts of church attendance.

"The one common element of cultural experience shown by everyone in this now united nation is school attendance," he said.

ASTP Colleges To Enroll 17 Year Olds

WASHINGTON—A broad expansion of short-term specialized college training for boys under military draft age, at Army-Navy expense, has been announced.

The training, beamed at the 17-year-olds, would be in the nature of preparation for induction into the armed forces, and would be limited to those who have not yet registered for selective service.

College officials who have urged the expansion as a means of keeping the schools going, have estimated possibly 100,000 might be eligible.

The announcement said the new program was designed to "replace some of the loss" which will result from curtailment of the present Army specialized training program, designed for those of induction age. Due to withdrawals to active duty, ASTP will be reduced from 145,000 to about 35,000.

Grins Between Grinds

RESPONSIBILITY NOT HIS

A sergeant drilling a batch of recruits saw that one of them was marching out of step. Going to the man as they marched, he said sarcastically, "Do you know, bud, that they are all out of step except you?"

"What?" asked the recruit innocently.

"I said they are all out of step except you!"

"Well," was the retort, "you're in charge; you tell 'em."

SPARKS UNDER CONTROL

Alice: "I wonder why there are so many more auto wrecks than railway accidents?"

Marge: "That's easy. Did you ever hear of a fireman hugging the engineer?"

NO CREDIT ANYHOW

A man was giving some advice to his son. At the end of a rather stern lecture he said: "Now, my boy, you understand perfectly what I mean?"

"Yes," replied the boy, "what it boils down to is this: If I do well it's because of heredity, and if I fail it's my own fault."

"COPASTHETIC"

Cavalry Recruit: "Sergeant, pick me out a nice gentle horse."

Sergeant: "Have you ever ridden a horse before?"

Recruit: "No."

Sergeant: "Ah, here's just the animal for you. Never been ridden before. You can both start together."

IDIOTS

The college freshman was attending a reception that went along boringly enough until he finally engaged in conversation an unusually pretty coed. After a while she asked him, as nobody should ask a freshman, how he was getting along in his studies.

Good enough, he told her, except for one class that promised to be the death of him. The professor, he explained, was a doddering old idiot who'd never had a good idea in his life, and who furthermore lectured from notes yellow with age, etc. And he named class and prof.

There was a brief silence, and then the girl asked: "Do you know who I am?"

"No," said the freshman, "but I'd like to."

"I'm that old idiot's daughter," explained the girl.

The silence now was longer. "Do you know who I am?" finally asked the freshman.

"No," said the girl.

"Well," said the boy weakly, wiping his forehead, "that's something!"

THAT FABULOUS BIRD

Little Albert came home from school with a new book under his arm. "It's a prize, Mother," he said.

"A prize? What for, dear?"

"For natural history. Teacher asked me how many legs an ostrich had and I said three."

"But an ostrich has two legs."

"I know that now, Mother, but the rest of the class said four, so I got the prize."

MANY HAVE WONDERED

Customer: "You ought to charge me only half price for cutting my hair since I'm half bald."

Barber: "We don't charge you just for cutting your hair. We charge also for the time spent in hunting for it."